

Regular Meeting

Monday, June 9, 2025 7:00 PM

ECC Room 349, 5701 Normandale Road, Edina, MN 55424

I. **Determination of Quorum and Call to Order**

II. **Approval of Agenda**



**School Board Regular Meeting
Monday, June 9, 2025; 7:00 PM
ECC Room 349**

- I. **Determination of Quorum and Call to Order**
- II. **Approval of Agenda**
- III. **Excellence in Action**
- IV. **Hearing from Members of the Public**
- V. **Consent Agenda**
 - A. Minutes: *May 5 work session and regular meeting; May 20 work session*
 - B. Personnel Recommendations
 - C. Employment Agreement
 - D. 2027-2028 Employee Holiday Schedule
 - E. Check Register - May 2025
 - F. Electronic Fund Transfers - May 2025
 - G. Gifts and Bequests – May 2025
 - H. Workers' Compensation Insurance Renewal - Fiscal Year 2026
 - I. Property, Casualty, Liability, and Cyber Insurance - Fiscal Year 2026
 - J. 2025 Metro South Adult Basic Education Joint Powers Agreement
 - K. Minnesota International Chinese School Room Rental Agreement
 - L. Minnesota Japanese School Room Rental Agreement
- VI. **Discussion**
 - A. Strategic Plan Core Planning Overview

Description: District staff, students, and community members met for two days in April to visit schools and programs, receive reports, monitor, assess and provide feedback on District progress towards meeting our Strategic Plan outcomes and benchmarks.
Presenter(s): Dr. Dan Bittman, Superintendent; and Dr. Dave Webb, Facilitator, Homerun Leadership
 - B. Legislative Action Committee (LAC) Recap

Description: In January, 2022, the Board approved a three-year plan to integrate the LAC into Board responsibilities and work in partnership with the District. In addition, advocacy efforts on behalf of our schools also work to meet priorities outlined in the District's Strategic Plan Strategy E.
Presenter(s): Legislative Action Committee
 - C. Operating Referendum Renewal

Description: The legislative session of 2023 resulted in an amendment to the State's Referendum Revenue statute authorizing School Boards to extend existing operating referendums without voter approval. The District's current referendum authority was approved by residents on November 7, 2017 for taxes payable in 2018 through taxes payable in 2027. The District's estimated per pupil operating referendum authority for taxes payable in 2025 (fiscal year 2026) is \$2,260.63 for total revenue of \$21,447,478.46. This

represents approximately 13.62% of Edina's total General Fund operating revenue. The estimated per pupil authority for the last year of authority, taxes payable in 2027, is \$2,375.57.

Presenter(s): Mert Woodard, Director of Finance and Operations

D. 2025-2026 Proposed School Board Goals

Description: The 2025-2026 school board goals were developed based on Board discussion and work to encapsulate areas of focus identified at the June Board retreat.

Presenter(s): Governance Committee

E. 2025-2026 Proposed Superintendent Goals

Description: The 2025-2026 superintendent goals were created based on Superintendent and Board discussion identified upon hiring and discussed at the June Board retreat.

Presenter(s): Dr. Daniel Bittman, Interim Superintendent

F. Policy Review (522, 530, 532)

Description: These policies were reviewed with an eye toward clarity and alignment with District practice and state and federal statutes.

Presenter(s): Board Policy Committee

VII. Action

A. Preliminary Budget - Fiscal Year 2026

Description: The preliminary budget for fiscal year 2026 was developed using audited financial data from fiscal year 2024, year-to-date activity of fiscal year 2025, estimates of year end results for fiscal year 2025, the certified property tax levy for taxes payable in 2025, and forecasts of future activity per the assumptions of the administration. Estimates of the aid the District anticipates receiving from the state are derived from Minnesota education laws 2023 and known information from the to be concluded 2025 legislative session. The budget that is formally recommended to the School Board for approval estimates an 8.9 percent fund balance at the end of fiscal year 2026, in-line with Board policy 702 and in-line with preliminary estimates presented to the Board throughout the 2024-2025 school year.

Presenter(s): Mert Woodard, Director of Finance and Operations

Recommendation: Adopt the District administration's recommended budget revision for fiscal year 2025 and preliminary budget for fiscal year 2026.

B. 2025-2027 Edina Public Schools Assessment Plan

Description: In accordance with Minnesota Statutes 120B.301, subdivision (c)) and ESSA (ESSA Section 1006 (e)(2)(b)) public school districts are required to post a comprehensive district testing calendar before the first day of the school year.

Presenter(s): Greg Guswiler, Teaching and Learning Data Programming Analyst

Recommendation: Review and approve the proposed 2026-27 Edina Assessment Plan and Calendar.

C. Policy Review – Rapid (516, 538)

Description: These policies were reviewed with an eye toward clarity and alignment with District practice and state and federal statutes. There are minimal to no changes.

Presenter(s): Board Policy Committee

Recommendation: Accept the revised policies as presented.

D. Policy Review (503, 515, 529, 531, 605, 609, 610, 611)

Description: These policies were reviewed with an eye toward clarity and alignment with District practice and state and federal statutes.

Presenter(s): Board Policy Committee

Recommendation: Accept the revised policies as presented.

VIII. Leadership and Committee Updates

IX. Superintendent Updates

X. Adjournment

XI. Information

- A. Expenditure Summary - May 2025
- B. Investment Summary - May 2025
- C. 2024-2025 Substitute Teacher Fill Rate

III. Excellence in Action

IV. Hearing from Members of the Public

V. Consent

V.A. Minutes: *May 5 work session and regular meeting; May 20 work session*

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF MAY 5, 2025

WORK SESSION
5:00 PM

Edina Community Center
ECC 350 and Virtual

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

Ms. Erica Allenburg
Ms. Cheryl Barry
Mr. Michael Birdman (virtual)
Ms. Karen Gabler
Ms. Jennifer Huwe
Mr. Elliot Mann

Mr. Dan Arom

PRESIDING OFFICER: Chair Karen Gabler

5:00 PM - 6:39 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Daniel Bittman, Superintendent
Nate Swenson, Assistant Superintendent
Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming
Jody De St. Hubert, Director of Teaching and Learning
Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships
Sonya Sailer, Executive Director of Human Resources
Mert Woodard, Director of Finance and Operations

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Karen Gabler, Chair

Ms. Cheryl Barry, Clerk

(Official Publication)
MINUTES OF THE WORK SESSION
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
MAY 5, 2025

5:00 PM Chair Gabler called to order the work session of the School Board. Members present: Allenburg, Barry, Birdman (virtual), Gabler, Huwe, Mann. Staff present: Bittman, Swenson, Becquer, De St. Hubert, Leland, Sailer, Woodard.

APPROVAL OF AGENDA

DISCUSSION

- A. Spanish Dual Language (SDL) Update
- B. Proposed Staff Year End Letter from Board

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 6:39 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Karen Gabler, Chair

Ms. Cheryl Barry, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S
MAY 5, 2025 WORK SESSION

5:00 PM Chair Gabler called to order the work session of the School Board. Members present: Allenburg, Barry, Birdman (virtual), Gabler, Huwe, Mann. Staff present: Bittman, Swenson, Becquer, De St. Hubert, Leland, Sailer, Woodard.

APPROVAL OF AGENDA

Member Barry moved and Member Allenburg seconded to approve the agenda. All members voted Aye. The motion passed unanimously.

DISCUSSION

Spanish Dual Language (SDL) Update: Assistant Superintendent Swenson and Director Becquer presented an update on the Spanish Dual Language program.

Proposed Staff Year End Letter from Board: Board members discussed the annual end-of-year communication to send to all staff.

LEADERSHIP AND COMMITTEE UPDATES

Member Birdman shared that the District 287 Long Term Facilities Maintenance item coming for Action at the regular meeting was recently approved by the District 287 board.

Member Barry shared that the legislative session will be ending soon and that there is a call for action on education finance and people can call or write legislators.

SUPERINTENDENT UPDATES

Dr. Bittman thanked board members and staff for their engagement, and acknowledged what a busy time of year it is for everyone in schools.

ADJOURNMENT

At 6:39 PM, Member Barry moved, and Member Mann seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE REGULAR MEETING OF MAY 5, 2025

REGULAR MEETING
7:00 PM

Edina Community Center Room 349
5701 Normandale Road, Edina

SCHOOL BOARD MEMBERS PRESENT:

Ms. Erica Allenburg
Mr. Dan Arom
Ms. Cheryl Barry
Ms. Karen Gabler
Ms. Jennifer Huwe
Mr. Elliot Mann

ABSENT:

Mr. Michael Birdman

PRESIDING OFFICER: Chair Karen Gabler

7:01 PM - 8:42 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Daniel Bittman, Superintendent
Nate Swenson, Assistant Superintendent
Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming
Jody De St. Hubert, Director of Teaching and Learning
Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships
Sonya Sailer, Executive Director of Human Resources
Mert Woodard, Director of Finance and Operations

CERTIFIED CORRECT:

Ms. Karen Gabler, Chair

CERTIFIED CORRECT:

Ms. Cheryl Barry, Clerk

(Official Publication)
MINUTES OF THE REGULAR MEETING OF THE SCHOOL BOARD
DISTRICT 273 EDINA, MINNESOTA MAY 5, 2025

7:01 PM Chair Gabler called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Barry, Gabler, Huwe, Mann. Staff present: Bittman, Swenson, Becquer, De St. Hubert, Leland, Sailer, Woodard.

APPROVAL OF AGENDA

EXCELLENCE IN ACTION

HEARING FROM MEMBERS OF THE PUBLIC

CONSENT

- A. Minutes: *April 7 work session and regular meeting; April 22 work session*
- B. Personnel Recommendations
- C. Memorandum of Understanding Between Edina Public Schools and Education Minnesota/Edina (“EME”) relating to the Edina Virtual Pathway Program 2025-2026
- D. Termination and Non-Renewal of Probationary Teachers
- E. Check Register - April 2025
- F. Electronic Fund Transfers - April 2025
- G. Gifts and Bequests – April 2025
- H. Quality Compensation Annual Report 2024-2025
- I. Food Service Management Contract – Fiscal Year 2026
- J. Staff Year End Letter from Board
- K. Lease Agreement with West Metro Credit Union 2025-2026
- L. Apple iPad Refresh Proposal
- M. Chromebook Agreement with Vivacity

DISCUSSION

- A. Superintendent Leadership Plan
- B. 2025-2027 Edina Public Schools Assessment Plan
- C. Policy Review (503, 515, 529, 531, 605, 609, 610, 611)

ACTION

- A. K-12 Social Studies Curriculum Adoption
- B. Intermediate School District No. 287 – Long-Term Facilities Maintenance Proportionate Share – Fiscal Year 2027
- C. Policy Review (509, 510, 527, 528, 538, 612)

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

INFORMATION

- A. Enrollment Mobility
- B. Expenditure Summary - April 2025
- C. Investment Summary - April 2025

ADJOURNMENT

The meeting adjourned at 8:42 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Karen Gabler, Chair

Ms. Cheryl Barry, Clerk

draft

OFFICIAL MINUTES OF SCHOOL BOARD'S
MAY 5, 2025 REGULAR MEETING

7:01 PM Chair Gabler called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Barry, Gabler, Huwe, Mann. Staff present: Bittman, Swenson, Becquer, De St. Hubert, Leland, Sailer, Woodard.

APPROVAL OF AGENDA

Member Mann moved and Member Arom seconded to approve the agenda. All members voted Aye. The motion passed unanimously.

EXCELLENCE IN ACTION

Kathy Rendleman, Executive Director of Edina Education Fund, presented information about the first Be A Hornet Day last week.

CONSENT

Member Arom moved and Member Mann seconded to approve the consent agenda. All members voted Aye. The motion passed unanimously.

The resolutions were:

- A. Minutes: *April 7 work session and regular meeting; April 22 work session*
- B. Personnel Recommendations
- C. Memorandum of Understanding Between Edina Public Schools and Education Minnesota/Edina ("EME") relating to the Edina Virtual Pathway Program 2025-2026
- D. Termination and Non-Renewal of Probationary Teachers
- E. Check Register - April 2025
- F. Electronic Fund Transfers - April 2025
- G. Gifts and Bequests – April 2025
- H. Quality Compensation Annual Report 2024-2025
- I. Food Service Management Contract – Fiscal Year 2026
- J. Staff Year End Letter from Board
- K. Lease Agreement with West Metro Credit Union 2025-2026
- L. Apple iPad Refresh Proposal
- M. Chromebook Agreement with Vivacity

DISCUSSION

Superintendent Leadership Plan: Dr. Bittman shared an overview of his leadership plan.

2025-2027 Edina Public Schools Assessment Plan: Staff shared information about the proposed 2026-2027 assessment plan and calendar

Policy Review (503, 515, 529, 531, 605, 609, 610, 611): Policy Committee members presented the following policies for discussion. These policies will move forward for approval at the next regular meeting.

- Policy 503 Student Attendance
- Policy 515 Protection and Privacy of Student Records
- Policy 529 Staff Notification of Violent Behavior of Students

- Policy 531 The Pledge of Allegiance
- Policy 605 Alternative Educational Services
- Policy 609 Religion
- Policy 610 Student Homework
- Policy 611 Home Schooling

ACTION

K-12 Social Studies Curriculum Adoption: Member Mann moved and Member Barry seconded to approve the motion. All members voted Aye. The motion passed unanimously.

Intermediate School District No. 287 – Long-Term Facilities Maintenance Proportionate Share – Fiscal Year 2027: Member Mann moved and Member Arom seconded to approve the motion. All members voted Aye. The motion passed unanimously.

Policy Review (509, 510, 527, 528, 538, 612): Member Arom moved and Member Barry seconded to approve the motion. All members voted Aye. The motion passed unanimously.

- Policy 509 Resident Enrollment and Assignment
- Policy 510 Open Enrollment
- Policy 527 Student Use and Parking of Motor Vehicles, Patrols, Inspections, and Searches
- Policy 528 Student Parental, Family, and Marital Status Nondiscrimination
- Policy 538 Student Travel
- Policy 612 Development of Parental Involvement Policies for Title I Programs

LEADERSHIP AND COMMITTEE UPDATES

Member Arom reminded everyone that the legislative session ends this month and encouraged people to contact legislators about preserving funding for education.

SUPERINTENDENT UPDATES

Dr. Bittman commented about the busy time of year; he acknowledged that the district received a certificate of excellence for financial reporting; the artwork in the boardroom is from an archived collection that was originally featured in a community display at Southdale Mall in 2019; and he reminded everyone that Graduation is coming up.

ADJOURNMENT

At 8:42 PM, Member Arom moved, and Member Mann seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF MAY 20, 2025

WORK SESSION
5:00 PM

Edina Community Center
ECC 350 and Virtual

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

Ms. Erica Allenburg
Mr. Dan Arom
Ms. Cheryl Barry
Mr. Michael Birdman
Ms. Karen Gabler
Ms. Jennifer Huwe
Mr. Elliot Mann

PRESIDING OFFICER: Chair Karen Gabler

5:00 PM - 6:25 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Daniel Bittman, Superintendent
Nate Swenson, Assistant Superintendent
Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming
Jody De St. Hubert, Director of Teaching and Learning
Daphne Edwards, Director of Marketing and Communications
Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships
Jody Remsing, Director of Student Support Services
Sonya Sailer, Executive Director of Human Resources
Mert Woodard, Director of Finance and Operations

Mark Carlson, Curriculum Coordinator
Rod Peterson, Director of Buildings and Grounds

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Karen Gabler, Chair

Ms. Cheryl Barry, Clerk

(Official Publication)
MINUTES OF THE WORK SESSION
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
MAY 20, 2025

5:00 PM Chair Gabler called to order the work session of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Bittman, Swenson, Becquer, De St. Hubert, Edwards, Leland, Remsing, Sailer, Woodard; Carlson, Peterson.

APPROVAL OF AGENDA

DISCUSSION

- A. Programming Update for PreK-5 STEAM
- B. Facilities Projects - Spring 2025
- C. Workers' Compensation Insurance Renewal – Fiscal Year 2026
- D. Property, Casualty, and Liability Insurance Renewal – Fiscal Year 2026
- E. Preliminary Budget – Fiscal Year 2026
- F. Local Wellness Policy

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 6:39 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Karen Gabler, Chair

Ms. Cheryl Barry, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S
MAY 20, 2025 WORK SESSION

5:00 PM Chair Gabler called to order the work session of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Bittman, Swenson, Becquer, De St. Hubert, Edwards, Leland, Remsing, Sailer, Woodard; Carlson, Peterson.

APPROVAL OF AGENDA

Member Mann moved and Member Arom seconded to approve the agenda. All members voted Aye. The motion passed unanimously.

DISCUSSION

Programming Update for PreK-5 STEAM: Staff shared an overview of PreK-5 STEAM programming, including discussion about capacity, equity, consistency and cornerstone projects, based on feedback from stakeholders.

Facilities Projects - Spring 2025: this was a Review of summer projects for this year, 2026 and 2027, part of LTFM plan. These Items have been reviewed by the Finance committee.

Workers' Compensation Insurance Renewal – Fiscal Year 2026: Director Woodard presented information about the renewal of Workers' Compensation Insurance.

Property, Casualty, and Liability Insurance Renewal – Fiscal Year 2026: Director Woodard presented information about the renewal of Property, Casualty, and Liability Insurance.

Member Mann left at 5:55pm

Preliminary Budget – Fiscal Year 2026: Director Woodard shared an updated overview of the preliminary fiscal year 2026 budget. The budget for fiscal year 2026 will come back to the Board for approval in June.

Local Wellness Policy: Staff and board members discussed the Healthy, Hunger-Free Kids Act (HHFKA) of 2010 and district policy 533 (Student Wellness).

LEADERSHIP AND COMMITTEE UPDATES

Member Arom shared that there will be a Special Legislative Session and encouraged people to contact their legislators.

Chair Gabler reminded Board members about the upcoming Board retreat, June 1 and 2.

SUPERINTENDENT UPDATES

Dr. Bittman shared that it's an exhilarating and exhausting time of year – and thanked the Board, Cabinet, and for their engagement.

ADJOURNMENT

At 6:25 PM, Member Birdman moved, and Member Arom seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

draft

V.B. Personnel Recommendations



Meeting Date: June 9, 2025

Title: Personnel Recommendations

Type: Consent

Presenter: Sonya Sailer, Executive Director of Human Resources

Description: Personnel recommendations are made monthly. These conditional offers of employment are subject to successful completion of a criminal background check, I-9 Employment Eligibility Verification and, where applicable, the issuance of the required license. Salary subject to change upon verification of correct step and lane placement.

Recommendation: Approve the attached personnel recommendations.

Attachment:

1. Report (next page)

LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
ALONSO, RAMSES	VV	MATHEMATICS TEACHER, 1.0 FTE	\$57,018.00	08/18/2025
BANGERT, TAYLOR	ELC	ECSE TEACHER, 1.0 FTE	\$49,887.00	08/18/2025
BASS, CARLY	ND	TD AND INTERVENTION TEACHER, 0.6 FTE	\$36,812.40	08/18/2025
CARLSON, JENNIFER	DW	DIGITAL LEARNING SPECIALIST, 1.0 FTE	\$75,588.00	08/18/2025
CHARTRAND, SOFIA	EHS	SPANISH TEACHER, 1.0 FTE	\$54,152.00	08/18/2025
COLEMAN, ANNA	VV	SPECIAL EDUCATION TEACHER, 1.0 FTE	\$79,591.00	08/18/2025
GARRISON, JENNIFER	ELC	PRESCHOOL TEACHER	\$43.10/HOUR	08/18/2025
GOVIG, ANN	EHS	LIFE SCIENCE TEACHER, 1.0 FTE	\$67,500.00	08/18/2025
MADSEN, ANGELA	CC	SPECIAL EDUCATION TEACHER (LONG-TERM SUBSTITUTE)	\$3,056.81	04/30/2025- 06/02/2025
OLSON, ALYSSA	CV	SPECIAL EDUCATION TEACHER, 1.0 FTE	\$49,887.00	08/18/2025
PUENTES WESTENFIELD, DIANNY	CS	KINDERGARTEN SPANISH DUAL LANGUAGE TEACHER, 1.0 FTE	\$57,018.00	08/18/2025
THOMAS, ALLISON	ELC	LICENSED SCHOOL NURSE, 0.5 FTE	\$34,728.50	08/18/2025
WENDLING, KATHRYN	EVP	SOCIAL STUDIES TEACHER, 0.8 FTE	\$55,565.60	08/18/2025
ZWETTLER, ROSE	CN	SPECIAL EDUCATION TEACHER, 1.0 FTE	\$48,909.00	08/18/2025

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
BIALKA, ELLEN	EHS	MULTILINGUAL LANGUAGE TEACHER, 1.0 FTE	06/03/2025
CAHILL, STEPHANIE	EHS	SPANISH TEACHER, 1.0 FTE	06/03/2025
CARLSON, WALTER	EHS	SPECIAL EDUCATION TEACHER, 1.0 FTE	06/03/2025
CARR, MOLLY	CV	SPECIAL EDUCATION TEACHER, 1.0 FTE	06/03/2025
DENN, ELIZABETH	ELC	LITERACY TEACHER, 0.5 FTE	06/03/2025
KROHN, JULIE	SV	ADMINISTRATIVE DEAN, 0.85 FTE	06/30/2025

C. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Assignment Change</u>	<u>Wage</u>	<u>Date</u>
NONE.				

D. OVERLOAD ASSIGNMENTS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
MCCARTAN, CARISSA	EHS	FAMILY AND CONSUMER SCIENCE TEACHER, 0.1 FTE	\$9,471.60	08/18/2025

E. SEASONAL EMPLOYMENT (SUMMER 2025 ONLY)

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
BENSON, LESLIE	DW	ESY SPED TEACHER	\$55.00/HOUR	06/12/2025- 07/17/2025
BERRIEN, NICOLE	DW	ESY SPED TEACHER	\$55.00/HOUR	06/12/2025- 07/17/2025
BYRNES, ALYSSA	DW	ESY SPED TEACHER	\$55.00/HOUR	06/12/2025- 07/17/2025
DEAKYNE, ERIN	DW	ESY SPED TEACHER	\$55.00/HOUR	06/12/2025- 07/17/2025
DURAND, WILLIAM	DW	ESY SPED TEACHER	\$45.00/HOUR	06/12/2025- 07/17/2025
ERICKSON, EMELIA	DW	ESY SPED TEACHER	\$45.00/HOUR	06/12/2025- 07/17/2025
FELLOWS, SIDNEY	DW	ESY SCHOOL NURSE	\$55.00/HOUR	06/12/2025- 07/17/2025
FINCH, AUTUMN	DW	ESY SPED TEACHER	\$45.00/HOUR	06/12/2025- 07/17/2025
KILE, JACQUELINE	DW	ESY SPED TEACHER	\$45.00/HOUR	06/12/2025- 07/17/2025
KISSELL, BROOKE	DW	ESY SPED TEACHER	\$45.00/HOUR	06/12/2025- 07/17/2025
KRUPECKA-TAYLOR, JOANNA	ELC	READY, SET, KINDERGARTEN	\$34.00/HOUR	07/21/2025- 08/07/2025
METTEE, JODIE	DW	ESY SPED TEACHER	\$55.00/HOUR	06/12/2025- 07/17/2025
NORDICK, CARYN	DW	ESY SPED TEACHER	\$45.00/HOUR	06/12/2025- 07/17/2025
O'HEHIR, ALAYNA	DW	ESY SPED TEACHER	\$45.00/HOUR	06/12/2025- 07/17/2025
REID, COLLEEN	ELC	READY, SET, KINDERGARTEN	\$34.00/HOUR	07/21/2025- 08/07/2025
ROBERTS, CAYLA	DW	ESY SPED TEACHER	\$55.00/HOUR	06/12/2025- 07/17/2025

SCHAAK, GINA	DW	ESY SPED TEACHER	\$55.00/HOUR	06/12/2025-07/17/2025
SEVERS, PEGGY	DW	ESY SPED TEACHER	\$55.00/HOUR	06/12/2025-07/17/2025
SHERVA, MORGAN	DW	ESY SPED TEACHER	\$45.00/HOUR	06/12/2025-07/17/2025
YOUNGDAHL, HEIDI	DW	ESY SCHOOL NURSE	\$45.00/HOUR	06/12/2025-07/17/2025

F. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
AUSTAD, CLAIRE	EHS	SPECIAL EDUCATION TEACHER	12/01/2025 - 03/06/2026
CROWLEY-CUNNINGHAM, LAUREN	CN	SPEECH LANGUAGE PATHOLOGIST	09/29/2025 - 02/02/2026
KHAN, SARA	CN	GRADE 4 TEACHER	05/16/2025 - 11/05/2025
MEANS, ALYSSA	HL	KINDERGARTEN TEACHER	05/12/2025 - 06/03/2025
OPATZ-KARWOSKI, KARI	HL	GRADE 2 TEACHER	09/02/2025 - 10/15/2025
SMITH, JUSTYNE	ECC	PRESCHOOL TEACHER	08/27/2025 - 11/19/2025
NELSON, NEIL	EHS	SCIENCE TEACHER	11/17/2025 - 12/19/2025

G. REQUEST FOR 1-YEAR UNPAID PARTIAL LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
BENSON, KRISTIN	EHS	ENGLISH/LANGUAGE ARTS TEACHER 1.0 FTE TO 0.6 FTE	08/18/2025 - 06/02/2026

NON-LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
BUSYN, MARK	TC	BUS DRIVER	\$25.86/HOUR	05/01/2025
FREY, JAMES	TC	BUS DRIVER	\$25.86/HOUR	05/07/2025
HOFFSTROM, RHODA	CS	PRINCIPAL'S ADMIN ASSISTANT	\$30.84/HOUR	07/28/2025
NILSEN, MACKENZIE	EHS	PROCTOR	\$25.00/HOUR	05/01/2025
PROCTOR, CAROLYN	EHS	EVENT WORKER	\$20.00/HOUR	04/22/2025
VALDEZ PONCE DE LEON, KARINA	DW	CULTURAL LIAISON	\$69,736.96	08/18/2025

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
ARCOS, ALEXANDER	EHS	SECURITY MONITOR	05/16/2025
CIOLKOSZ, KIERRA	HL	INSTRUCTIONAL ASSISTANT	05/30/2025
FLIPPO, JOHN	TC	BUS DRIVER	05/21/2025
MCLENNON, JESSICA	ECC	YOUTH CAREER EXPLORATION COORDINATOR	06/30/2025
NIEMEIER, STELLA	VV	EA SPED PARA	05/30/2025
PATHAK, PRAVINA	HL	EA SPED PARA	05/30/2025
PHONORTHONG, KRIDSANA	TC	BUS DRIVER	05/28/2025
STRUSZ, KERI	HL	EA SPED PARA	05/15/2025
SWANDA, ABIGAIL	HL	EA SPED PARA	05/15/2025
TRONSON, ESTELLE	ND	EA SPED PARA	05/30/2025
VILLALOBOS, LINDSAY	CC	MEDIA ASSISTANT	06/04/2025

C. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Assignment Change</u>	<u>Wage</u>	<u>Date</u>
EICHER, STEPHANIE	VV CV	FROM: OFFICE ASSISTANT CLASS E TO: PRINCIPAL'S ADMIN ASSISTANT	\$24.25 /HOUR \$30.84/HOUR	07/01/2025
HAHN, ALAN	SV SV	FROM: CUSTODIAN TO: MIDDLE SCHOOL NIGHT LEAD	\$23.60/HOUR \$30.11/HOUR	05/15/2025
HARRIS, SPENCER	SV CC	FROM: NIGHT LEAD TO: CUSTODIAL SUPERVISOR	\$30.11/HOUR \$68,019/YEAR	05/06/2025
WEEKS, JESSICA	DW	FROM: AUDITORIUM TECHNICIAN ADD: TECHNOLOGY ASSISTANT	\$20.00/HOUR \$24.50/HOUR	05/12/2025

D. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
DIALLO, MARIEME	CC	EA SPED PARA	08/25/2025 - 05/29/2026

E. SEASONAL EMPLOYMENT (SUMMER 2025 ONLY)

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
ABDI, FARHIYA	SV	ESY SPED PARA	\$22.75/HOUR	06/16/2025
ALLAMAN, MARGARET	SV	ESY SPED PARA	\$22.50/HOUR	06/16/2025

ALECKSON, SHARON	HL	ESY SPED PARA	\$26.20/HOUR	06/16/2025
ANDERSON, PATRICK	SV	ESY SPED PARA	\$25.00/HOUR	06/16/2025
AROM, AINSLEY	HL	ESY SPED PARA	\$23.00/HOUR	06/16/2025
BARSENAS, PERLA	HL	ESY SPED PARA	\$25.20/HOUR	06/16/2025
BERDAHL, JAMES	SV	ESY SPED PARA	\$23.00/HOUR	06/16/2025
BJORK, LORI	SV	ESY SPED PARA	\$25.00/HOUR	06/16/2025
BORNOWSKI, LINDA	HL	EA excitED PARA	\$25.20/HOUR	06/25/2025
BROMENSCHENKEL, ANN	HL	EA excitED PARA	\$25.00/HOUR	06/25/2025
BROWN, JENNIFER	SV	ESY SPED PARA	\$22.50/HOUR	06/16/2025
CERVANTES, ELIZABETH	HL	EA excitED PARA	\$23.00/HOUR	06/25/2025
CONLON, MAE	HL	ESY SPED PARA	\$22.50/HOUR	06/16/2025
CORBIN, MICHELLE	SV	ESY SPED PARA	\$23.00/HOUR	06/16/2025
DE LA CRUZ, GABRIELA	ELC	ESY SPED PARA	\$22.20/HOUR	06/16/2025
DEVOS, KATIE	HL	EA excitED PARA	\$26.20HOUR	06/25/2025
DJERF, PHILIP	SV	ESY SPED PARA	\$22.50/HOUR	06/16/2025
DUNSMORE, KATHLEEN	SV	ESY SPED PARA	\$25.55/HOUR	06/16/2025
FORSTER, KARLA	SV	ESY SPED PARA	\$26.20/HOUR	06/16/2025
HECKMANN, EMILY	SV	ESY SPED PARA	\$26.20/HOUR	06/16/2025
JARRETT, MYLES	EHS	EA OPTIONS	\$22.20/HOUR	06/09/2025
JENKS, MOLLY	SV	ESY SPED PARA	\$24.20/HOUR	06/16/2025
LINDGREN, SOPHIE	SV	ESY SPED PARA	\$22.20/HOUR	06/16/2025
LIRA PEREZ, MIROSLAVA	SV	ESY SPED PARA	\$22.75/HOUR	06/16/2025
LYNG, TAYLOR	ELC	ESY SPED PARA	\$22.75/HOUR	06/16/2025
LYTLE, RACHEL	HL	ESY SPED PARA	\$23.00/HOUR	06/16/2025
HAWTHORNE, MARGRETHE	SV	ESY SPED PARA	\$22.50/HOUR	06/16/2025
HENNIGAR, LESLIE	HL	ESY SPED PARA	\$24.20/HOUR	06/16/2025
HOVLAND, BRIDGET	HL	ESY SPED PARA	\$23.00/HOUR	06/16/2025
KALLAS, MAYA	SV	ESY SPED PARA	\$23.00/HOUR	06/16/2025
KELLYS, LOURDES	SV	ESY SPED PARA	\$23.00/HOUR	06/16/2025
KEO, MARILYN	HL	ESY SPED PARA	\$24.20/HOUR	06/16/2025
KOHN, MCKENZIE	HL	EA excitED PARA	\$24.20/HOUR	06/25/2025

LAFFERTY, HOLLY	HL	EA excitED PARA	\$22.75/HOUR	06/25/2025
LIENFELDER-HELGREN, KELLY	HL	ESY SPED PARA	\$23.55/HOUR	06/16/2025
LYNG, TAYLER	ELC	ESY SPED PARA	\$22.75/HOUR	06/16/2025
MANJARREZ VILLANUEVA GUSTAVO	SV	ESY SPED PARA	\$23.00/HOUR	06/16/2025
MCCLURE-HELBLING, ERIN	HL	ESY SPED PARA	\$23.00/HOUR	06/16/2025
MEZA MENDEZ, YOLIMAR	SV	ESY SPED PARA	\$22.20/HOUR	06/16/2025
MOHR, MIRANDA	HL	ESY SPED PARA	\$24.20/HOUR	06/16/2025
MUNSON DANIELS, TAMI	SV	ESY SPED PARA	\$24.20/HOUR	06/16/2025
MURDOCH, ELIZABETH	HL	ESY SPED PARA	\$22.75/HOUR	06/16/2025
MUSSE, NURA	ELC	IA READY SET KINDER PARA	\$23.00/HOUR	07/17/2025
OLSON, CARA	HL	ESY SPED PARA	\$25.20/HOUR	06/16/2025
ORTEGA GARCIA, DERWINS	HL	ESY SPED PARA	\$23.00/HOUR	06/16/2025
PARSONS, MARTHA	SV	ESY SPED PARA	\$23.00/HOUR	06/16/2025
PAULISON, SAMUEL	SV	ESY SPED PARA	\$23.00/HOUR	06/16/2025
PIERCE, JENNIFER	HL	ESY SPED PARA	\$25.20/HOUR	06/16/2025
PRICE, DIEGO	SV	ESY SPED PARA	\$22.20/HOUR	06/16/2025
PUPPE, BRYNN	HL	ESY SPED PARA	\$23.00/HOUR	06/16/2025
RILEY, DEVIN	SV	ESY SPED PARA	\$22.20/HOUR	06/16/2025
RESBERG, AMY	ELC	IA ECFE PARA	\$20.50/HOUR	06/10/2025
ROBY, JENNIFER	HL	ESY SPED PARA	\$23.00/HOUR	06/16/2025
ROTHGEB, LISA	SV	ESY SPED PARA	\$23.00/HOUR	06/16/2025
SCHADOW, ROBERT	SV	ESY SPED PARA	\$23.00/HOUR	06/16/2025
SCHOFIELD, PATRICIA	HL	ESY SPED PARA	\$25.00/HOUR	06/16/2025
SCHWINGHAMMER, ANDREA	HL	IA excitED PARA	\$23.55/HOUR	06/16/2025
SCHWINGHAMMER, ADAM	SV	ESY SPED PARA	\$22.50/HOUR	06/16/2025
SHELEST, RUSLANA	SV	ESY SPED PARA	\$23.00/HOUR	06/16/2025
STEPHENSON, STEPHANIE	HL	ESY SPED PARA	\$22.75/HOUR	06/16/2025
STOCKERT, RACHEL	ELC	ESY SPED PARA	\$25.00/HOUR	06/16/2025
SWANK, ZACHARY	SV	ESY SPED PARA	\$22.50/HOUR	06/16/2025

TAYLOR, KATHERINE	HL	EA excitED PARA	\$25.00/HOUR	06/25/2025
VAN HOUTEN, JASON	SV	ESY SPED PARA	\$25.20/HOUR	06/16/2025
ULTAN, ROSLYE	SV	ESY SPED PARA	\$25.00/HOUR	06/16/2025
WILDE, CONIE	HL	ESY SPED PARA	\$23.55/HOUR	06/16/2025

COMMUNITY EDUCATION SERVICES STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
DOOM, KATHERINE	CC	KIDS' CLUB LEAD	\$17.85/HOUR	05/19/2025
JEZIERSKI, SAGE	CV	KIDS' CLUB LEAD	\$17.85/HOUR	05/20/2025

B. SEASONAL EMPLOYMENT (SUMMER 2025 ONLY)

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
ANDERSON, GARRETT	DW	ENRICHMENT SITE LEAD	\$19.57/HOUR	06/02/2025
ANDERSON, MILES	CS	KIDS' CLUB LEAD	\$20.93/HOUR	06/09/2025
ATKINS, ALYSSA	CC	KIDS' CLUB LEAD	\$17.85/HOUR	06/02/2025
BERGE, HOPE	DW	ENRICHMENT LEAD	\$17.85/HOUR	06/16/2025
BOLIN, ETTA	CC	KIDS' CLUB LEAD	\$17.85/HOUR	06/02/2025
BORUTA, JACK	DW	ENRICHMENT LEAD	\$16.48/HOUR	06/02/2025
BUBOLTZ, CHARLES	DW	ENRICHMENT LEAD	\$17.85/HOUR	06/04/2025
BRASTAD, LILY	CS	KIDS' CLUB LEAD	\$19.33/HOUR	06/02/2025
DEERING, ISABEL	CV	KIDS' CLUB LEAD	\$20.93/HOUR	06/02/2025
EICHER, SADIE	CV	KIDS' CLUB LEAD	\$16.48/HOUR	06/02/2025
GALLAGHER, MOLLY	CS	KIDS' CLUB LEAD	\$22.66/HOUR	06/02/2025
GONZALEZ, BRYAN	CS	KIDS' CLUB LEAD	\$20.93/HOUR	06/02/2025
GUNDBERG, GRACE	DW	ENRICHMENT LEAD	\$16.48/HOUR	06/02/2025
HANSEN, OLIVIA	ELC	ENRICHMENT LEAD	\$16.48/HOUR	06/09/2025
HUSSEIN, LAYLA	CC	KIDS' CLUB LEAD	\$20.93/HOUR	06/02/2025
ISLE, JOSEPH	CC	KIDS' CLUB LEAD	\$22.66/HOUR	06/02/2025
KARCH, VIVICA	CV	KIDS' CLUB LEAD	\$17.85/HOUR	06/02/2025
KIRCHMAIER, ANNIKA	CC	KIDS' CLUB LEAD	\$19.33/HOUR	06/02/2025

KNOWLES, JOHN	CS	KIDS' CLUB LEAD	\$17.85/HOUR	06/02/2025
MICHAELSON, TORE	DW	ENRICHMENT LEAD	\$17.85/HOUR	06/02/2025
PAVLOVSKA, NATALIE	DW	ENRICHMENT LEAD	\$16.48/HOUR	06/02/2025
PEDERSEN, SUNNIVA	CS	KIDS' CLUB LEAD	\$17.85/HOUR	06/02/2025
PETERSON, SUNNIVA	CC	KIDS' CLUB LEAD	\$17.85/HOUR	06/02/2025
REINEKING, JACOB	DW	ENRICHMENT LEAD	\$19.33/HOUR	06/02/2025
SHAW, COOPER	DW	ENRICHMENT LEAD	\$16.48/HOUR	06/02/2025
SMITH, MICHAEL	CS	KIDS' CLUB LEAD	\$22.66/HOUR	06/02/2025
STORM, AUSIN	CS	KIDS' CLUB LEAD	\$22.66/HOUR	06/02/2025
SWENSON, KATHERINE	CS	KIDS' CLUB LEAD	\$20.93/HOUR	06/02/2025
TUONG JAKALA, ANABELLE	DW	ENRICHMENT LEAD	\$17.85/HOUR	06/02/2025
VON BARGEN, ALDEN	DW	ENRICHMENT SITE LEAD	\$19.57/HOUR	06/02/2025
WHALEN, THOMAS	CS	KIDS' CLUB LEAD	\$17.85/HOUR	06/04/2025
WING, GRACE	CS	KIDS' CLUB LEAD	\$17.85/HOUR	06/02/2025

C. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>		<u>Date</u>
NORBY, ELIZABETH	CC	KIDS' CLUB LEAD		05/02/2025
SCOTT, OLIVIA	ND	KIDS' CLUB LEAD		06/02/2025
SURRATT, ASHLEY	CS	KIDS' CLUB LEAD		05/29/2025

D. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
ABDI, FARHIYA	CV	EA SPED PARA ADD: KIDS' CLUB LEAD	\$22.66/HOUR	06/02/2025
BELLINGHAM, KELLY	CV	EA SPED PARA ADD: SUMMER KIDS' CLUB LEAD	\$22.66/HOUR	06/02/2025
BJORK, LORI	DW	EA SPED PARA ADD: SUMMER KIDS' CLUB LEAD	\$22.66/HOUR	06/02/2025
CHAPURAN, LEIGHTON	CS	KIDS' CLUB LEAD ADD: SUMMER KIDS' CLUB LEAD	\$16.48/HOUR	06/02/2025
CLONKEY, HANNAH	DW	SCHOOL PSYCHOLOGIST ADD: SUMMER ENRICHMENT LEAD	\$22.66/HOUR	06/02/2025

DIALLO, MARIEME	CC	KIDS' CLUB LEAD ADD: SUMMER KIDS' CLUB LEAD	\$20.93/HOUR	06/02/2025
FISCHER, LILAH	CV	EA SPED PARA ADD: KIDS' CLUB LEAD	\$20.93/HOUR	06/02/2025
FLORES, PAIGE	DW	EA SPED PARA ADD: SUMMER ENRICHMENT LEAD	\$22.66/HOUR	06/02/2025
GIBSON, COLE	CC	KIDS' CLUB LEAD ADD: SUMMER KIDS' CLUB LEAD	\$16.48/HOUR	06/02/2025
GILKEY, HANNAH	CC	EA SPED PARA ADD: SUMMER KIDS' CLUB LEAD	\$22.66/HOUR	06/02/2025
GOSS, WILSON	CC	ELEM EDUCATION TEACHER ADD: SUMMER KIDS' CLUB LEAD	\$22.66/HOUR	06/02/2025
HIGHLAND, TODD	DW	EA SPED PARA ADD: SUMMER ENRICHMENT LEAD	\$22.66/HOUR	06/02/2025
JAMA, MOONA	CS	SPED PARA ADD: SUMMER KIDS' CLUB LEAD	\$20.93/HOUR	06/02/2025
JOHNSON, JASMINE	DW	SPECIAL EDUCATION TEACHER ADD: SUMMER ENRICHMENT LEAD	\$22.66/HOUR	06/02/2025
KARTAVTSEV, MAXIM	CC	KIDS' CLUB LEAD ADD: SUMMER KIDS' CLUB LEAD	\$16.48/HOUR	06/02/2025
LIRA PEREZ, MIROSLAVA	DW	EA SPED PARA ADD: SUMMER ENRICHMENT LEAD	\$22.66/HOUR	06/02/2025
LOBBEN, RACHEL	DW	EA SPED PARA ADD: SUMMER ENRICHMENT LEAD	\$22.66/HOUR	06/02/2025
LYNG, TAYLER	ELC	INSTRUCTIONAL ASSISTANT ADD: SUMMER ENRICHMENT LEAD	\$22.66/HOUR	06/02/2025
MADSON, ELIZABETH	DW	EA PARA ADD: SUMMER ENRICHMENT LEAD	\$22.66/HOUR	06/02/2025
MOHAMED, SURAYA	CV	KIDS' CLUB LEAD ADD: SUMMER KIDS' CLUB LEAD	\$16.48/HOUR	06/02/2025
MEYER, LUKE	CV	KIDS' CLUB LEAD ADD: SUMMER KIDS' CLUB LEAD	\$20.93/HOUR	06/02/2025
MUSSE, NURA	ELC	INSTRUCTIONAL ASSISTANT ADD: SUMMER ENRICHMENT LEAD	\$22.66/HOUR	06/02/2025
PARSLEY, JAMIE	CV	INSTRUCTIONAL ASSISTANT ADD: SUMMER KIDS' CLUB LEAD	\$19.33/HOUR	06/02/2025
ROBY, JENNIFER	DW	EA SPED PARA ADD: SUMMER ENRICHMENT LEAD	\$22.66/HOUR	06/02/2025
SHEIK-ABDI, SIHAM	CC	KIDS' CLUB LEAD ADD: SUMMER KIDS' CLUB LEAD	\$16.48/HOUR	06/02/2025

SWAN, NATHANIEL	CV	EA SPED PARA ADD: KIDS' CLUB LEAD	\$19.33/HOUR	06/02/2025
TALLMAN, WESLEY	CV	KIDS' CLUB LEAD ADD: SUMMER KIDS' CLUB LEAD	\$16.48/HOUR	06/02/2025
TRONSON, ESTELLE	CV	KIDS' CLUB LEAD ADD: SUMMER KIDS' CLUB LEAD	\$20.93/HOUR	06/02/2025
VAN HOUTEN, JASON	DW	EA SPED PARA ADD: SUMMER ENRICHMENT LEAD	\$22.66/HOUR	06/02/2025
WIKOFF, WALLACE	CV	KIDS' CLUB LEAD ADD: SUMMER KIDS' CLUB LEAD	\$22.66/HOUR	06/02/2025
YOCHUM, TANNER	CS	KIDS' CLUB LEAD ADD: SUMMER KIDS' CLUB LEAD	\$20.93/HOUR	06/02/2025

E. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
-------------	-----------------	-----------------	-----------------------------------

NONE.

V.C. Employment Agreement



Board Meeting Date: 6/9/2025

Title: Employment Agreement

Type: Consent

Presenter(s): Sonya Sailer, Executive Director of Human Resources

Background: The administration seeks to enter into a separate employment agreement with a teacher who has continuing contract rights with the School District. The agreement provides the teacher with additional full-time equivalency (FTE) during the 2025-2026 school year, which exceeds the teacher's continuing contract. Because the additional FTE may not be available during the 2026-2027 school year, the administration is unable to offer it if the teacher will gain continuing contract rights to the additional FTE pursuant to Minnesota Statute Section 122A.40. The teacher would like to provide the additional FTE of service next school year and is willing to waive continuing contract rights to the additional FTE. The agreement allows the School District to assign the additional FTE to the teacher without making the additional, temporary FTE part of the teacher's continuing contract. The teacher and Education Minnesota/Edina have agreed to the terms of the agreement.

Recommendation: Approve the attached Employment Agreement

Attachment(s): Employment Agreement

EMPLOYMENT AGREEMENT

WHEREAS, Kirsten Horstman (hereinafter referred to as "Horstman") is employed by Independent School District No. 273, Edina, Minnesota, (hereinafter referred to as "School District") as a licensed teacher; and

WHEREAS, Horstman has earned continuing contract rights as a 0.7 FTE teacher in the School District; and

WHEREAS, the School District may have additional FTE to be filled by a licensed teacher, but the additional FTE fluctuates and may only be available during the 2025-2026 school year; and

WHEREAS, the School District would like to offer Horstman an additional 0.2 FTE on a temporary basis during the 2025-2026 school year but does not want to offer the additional FTE if Horstman will gain continuing contract rights to the additional FTE in the School District pursuant to Minn. Stat. § 122A.40; and

WHEREAS, Horstman would like to provide an additional 0.2 FTE teaching service during the 2025-2026 school year and is willing to waive any claim to continuing contract rights for the additional FTE; and

WHEREAS, Horstman is a member of Education Minnesota Edina (EME), the local teachers' union for teachers in the School District; and

WHEREAS, the parties have been given the opportunity to consult with legal counsel and union representatives and understand their rights and obligations under Minnesota Statute § 122A.40 and the teachers' collective bargaining agreement; and

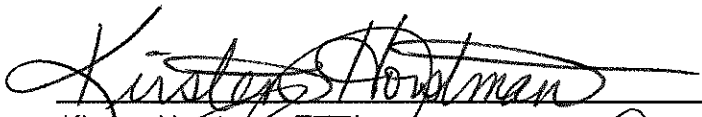
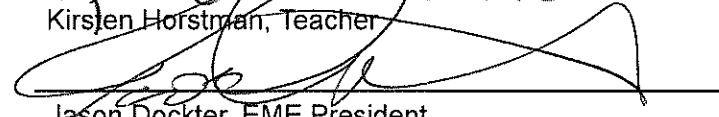
WHEREAS, Horstman understands that the intention of this Agreement is to waive any claim of continuing contract rights with respect to the additional FTE of teaching employment above and beyond their current amount of FTE in their continuing contract position.

NOW THEREFORE, the School District, Horstman, and EME hereby agree as follows:

1. The parties to this Agreement have determined that it is in the best interests of Horstman and the School District for Horstman to provide additional FTE of teaching service during the 2025-2026 school year. The additional FTE will be more than Horstman's current 0.7 FTE continuing contract.
2. The School District agrees to employ Horstman to provide the additional 0.2 FTE of teaching service during the 2025-2026 school year. The additional 0.2 FTE of employment will automatically expire at the end of the 2025-2026 school year without further action of the School Board.
3. Horstman voluntarily agrees they have no continuing contract rights pursuant to Minnesota Statute § 122A.40 or any other law with respect to the additional FTE of employment with the School District and hereby waives any claim of continuing contract rights with respect to this employment.

4. Horstman acknowledges their waiver and relinquishment of rights under Minnesota Statute § 122A.40 and other relevant law is in consideration of the School District's agreement to employ them for the additional FTE for a limited period of time and Horstman acknowledges that there has been no coercion by the School District, School Board, superintendent, principals or any other person, and that this choice is made voluntarily.
5. Horstman acknowledges that by executing this Agreement that there are no mutual covenants, promises, undertakings or understandings outside of this Agreement regarding the additional FTE of teaching service, other than those specifically set forth herein.
6. The parties agree that nothing contained in this Agreement shall be deemed to establish a precedent or past practice and the parties waive any right to file a grievance related to or arising out of the terms of this Agreement.

The School District, Horstman, and EME agree with the above language as evidenced by the signatures below.

Dated: <u>5/14/25</u>	 Kirsten Horstman, Teacher
Dated: <u>5/29/25</u>	 Jason Dockter, EME President
Dated: _____	_____ Karen Gabler, Chair of the School Board
Dated: _____	_____ Cheryl Barry, Clerk of the School Board

V.D. 2027-2028 Employee Holiday Schedule



Board Meeting Date: 6/9/2025

Title: 2027-2028 Employee Holiday Schedule

Type: Consent

Presenter(s): Sonya Sailer, Executive Director of Human Resources

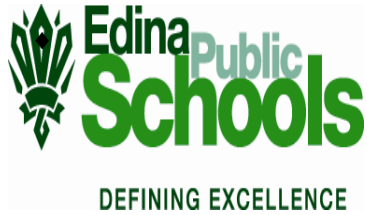
Background: Edina Public Schools traditionally maintains a three-year holiday schedule to provide employees, families, and other community stakeholders with ample notice of days the school district will be closed. Whether an employee is eligible for holiday pay is dependent on their position, employment status, and work agreement. Twelve-month, full-time employees enjoy twelve (12) paid holidays on an annual basis.

Approval of the attached Employee Holiday Schedule will establish the 2027-2028 holiday schedule. The 2025-2026 and 2026-2027 holiday schedules have already been approved by the School Board, distributed to applicable employees, and reflected on the academic calendars for those school years.

The proposed 2027-2028 holiday schedule was reviewed by Cabinet and the Community Education Department to ensure it aligned with student programming and best served the needs of our district's stakeholders.

Recommendation: Approve the attached 2027-2028 Employee Holiday Schedule

Attachment(s): 2027-2028 Employee Holiday Schedule



Employee Holiday Schedule*

2025-2028

2025-2026	2026-2027	2027-2028
Thursday, July 3 Friday, July 4 Monday, September 1 Thursday, November 27 Friday, November 28 Wednesday, December 24 Thursday, December 25 Thursday, January 1 Monday, January 19 Monday, February 16 Monday, May 25 Friday, June 19	Thursday, July 2 Friday, July 3 Monday, September 7 Thursday, November 26 Friday, November 27 Thursday, December 24 Friday, December 25 Friday, January 1 Monday, January 18 Monday, February 15 Monday, May 31 Friday, June 18	Monday, July 5 Tuesday, July 6 Monday, September 6 Thursday, November 25 Friday, November 26 Thursday, December 23 Friday, December 24 Friday, December 31 Monday, January 17 Monday, February 21 Monday, May 29 Monday, June 19

**Whether an employee is eligible for holiday pay is dependent on their position, employment status, and work agreement. Specific details regarding eligibility for paid holidays are provided in employee work agreements, which are available at www.edinaschools.org > Careers > Contracts and Guidebooks. Questions should be directed to Edina Public Schools Human Resources.*

School Board approved .

V.E. Check Register - May 2025



Board Meeting Date: 6/9/2025

Title: Check Register – May 2025

Type: Consent

Presenter(s): Mert Woodard – Director, Finance & Operations

Description: Presented for approval by the Board of Education are monthly disbursement totals, by fund, for the month of May 2025:

<u>Fund</u>	<u>Amount</u>
General	\$ 3,337,391.04
Food Service	396,180.31
Community Service	106,525.80
Building Construction	483,743.83
Total	\$ 4,323,840.98

Recommendation: Approve the disbursements as presented for the month of May 2025.

Desired Outcomes from the Board: Compliance with Minn. Stat. § 123B.02 Subd. 18

Attachments:

1. Check Register – May 2025

Check Register

FOR THE MONTH ENDED MAY 31, 2025

Check No.	Vendor	Description	Date	Amount
404135	MN PEIP	CURRENT TEACHERS	5/21/2025	799,838.10
404054	BLUE CROSS BLUE SHI	CURRENT EMPLOYEES	5/21/2025	478,136.83
403947	CHARTWELLS DINING S	APR25 FOOD SERVICE	5/14/2025	394,440.86
403908	NORMANDALE COMMUNIT	PSEO SPRING 2025	5/5/2025	197,630.43
403945	CDW GOVERNMENT	STAFF LAPTOP REFRES	5/14/2025	190,712.00
404243	MCGRAW-HILL SCHOOL	1/2 OF STUDY SYNC	5/28/2025	138,506.15
404032	A.J. MOORE ELECTRIC	EHS MECHANICAL 26-A	5/21/2025	94,822.84
403934	POWERSCHOOL GROUP L	EFINANCE RENEWAL 24	5/6/2025	80,900.80
404135	MN PEIP	COBRA/RETIREEES	5/21/2025	73,527.12
404122	MCDOWALL COMPANY	EHS MECH PHASE2 23-	5/21/2025	69,010.08
403983	KRAUS-ANDERSON CONS	EHS PRECONST SERVIC	5/14/2025	58,909.00
404189	TWIN CITY TRANSPORT	APR25 SPED TRANSPOR	5/21/2025	55,645.15
404032	A.J. MOORE ELECTRIC	EHS MECH PHASE2 26-	5/21/2025	45,452.88
404253	MURPHY WINDOW & DOO	VV DOOR #2	5/28/2025	39,850.00
403891	INTERMEDIATE DISTRI	LEASE LEVY	5/5/2025	33,653.16
404080	ENVIROBATE	EHS MECH PHASE2 02-	5/21/2025	30,690.65
403979	JOSTENS INC	GRADUATION OUTFITS	5/14/2025	28,971.00
404174	SONUS INTERIORS INC	EHS MECH PHASE2 09-	5/21/2025	28,500.00
404266	SAFeway DRIVING SCH	MAR-APR25 DRIVER'S	5/28/2025	27,740.00
403891	INTERMEDIATE DISTRI	ITINERANT	5/5/2025	25,224.97
404093	INSPEC INC	EHS 2025 REROOFING	5/21/2025	25,110.00
404092	HIGH POINT NETWORKS	VEEAM RENEWAL - 3 Y	5/21/2025	23,984.10
403945	CDW GOVERNMENT	CLEARPASS COMPLETIO	5/14/2025	22,572.00
404075	EBERT CONSTRUCTION	EHS MECH PHASE2 06-	5/21/2025	22,271.80
404049	B&D ASSOCIATES, INC	EHS MECH PHASE2 04-	5/21/2025	22,135.00
403891	INTERMEDIATE DISTRI	CONTRACTED NSO	5/5/2025	21,360.47
404082	FRANSEN DECORATING	EHS MECH PHASE2 09-	5/21/2025	20,916.34
404272	TEACHERS ON CALL, A	EHS - SUBSTITUTES	5/28/2025	20,265.90
403982	KATH FUEL OIL SERVI	DIESEL	5/14/2025	20,187.04
404054	BLUE CROSS BLUE SHI	COBRA/RETIREEES	5/21/2025	19,813.47
404111	KATH FUEL OIL SERVI	DIESEL	5/21/2025	17,823.00
404023	TEACHERS ON CALL, A	EHS - SUBSTITUTES	5/14/2025	16,105.65
404129	MID CENTRAL DOOR	CV - GYM DOORS	5/21/2025	16,036.56
404056	CAMP FOLEY	CAMP FOLEY CP CLASS	5/21/2025	15,630.00
403918	ROGUE FITNESS	PE EQUIPMENT	5/5/2025	15,295.87
404035	ADVANCE TERRAZZO &	EHS MECH PHASE2 09-	5/21/2025	15,010.00
403907	NATIONAL INSURANCE	CURRENT EMP LIFE/AD	5/5/2025	14,621.43
403983	KRAUS-ANDERSON CONS	EHS CONST MGMT SERV	5/14/2025	13,475.00
403907	NATIONAL INSURANCE	LTD DISTRICT W/H	5/5/2025	13,090.36
403937	ARAMARK O/A-M HOSPI	5/12 PROM: FOOD & B	5/14/2025	12,842.21
404118	LIFESAVER FIRE PROT	EHS MECH PHASE2 21-	5/21/2025	12,345.73
404023	TEACHERS ON CALL, A	VV - SUBSTITUTES	5/14/2025	11,713.20
403925	TEACHERS ON CALL, A	EHS - SUBSTITUTES	5/5/2025	11,642.25
404181	TEACHERS ON CALL, A	EHS - SUBSTITUTES	5/21/2025	11,616.45
404189	TWIN CITY TRANSPORT	APR25 HHM TRANSPORT	5/21/2025	11,331.52
403891	INTERMEDIATE DISTRI	CORE FEE	5/5/2025	11,258.56
403891	INTERMEDIATE DISTRI	SAFE SCHOOL	5/5/2025	11,221.16
404174	SONUS INTERIORS INC	EHS MECHANICAL 09-C	5/21/2025	11,012.22
404023	TEACHERS ON CALL, A	SV - SUBSTITUTES	5/14/2025	10,210.35
404150	PLANSOURCE	SERVICES FOR APR25	5/21/2025	9,919.80

Check No.	Vendor	Description	Date	Amount
404023	TEACHERS ON CALL, A	CC - SUBSTITUTES	5/14/2025	9,881.40
403957	ENVIROBATE	EHS SUMMER ASB REMO	5/14/2025	9,880.00
404032	A.J. MOORE ELECTRIC	EHS MECH PHASE3 26-	5/21/2025	9,873.35
404272	TEACHERS ON CALL, A	CC - SUBSTITUTES	5/28/2025	9,855.60
404005	POWERSCHOOL GROUP L	FY25-26 SW-TE-S-PM	5/14/2025	9,739.66
404239	KINECT ENERGY, INC	EHS - APR25 SERVICE	5/28/2025	9,670.34
404181	TEACHERS ON CALL, A	VV - SUBSTITUTES	5/21/2025	9,591.15
404272	TEACHERS ON CALL, A	VV - SUBSTITUTES	5/28/2025	9,159.00
404272	TEACHERS ON CALL, A	CV - SUBSTITUTES	5/28/2025	9,133.20
404033	ACOUSTICS ASSOCIATE	EHS MECHANICAL 09-D	5/21/2025	9,043.00
404239	KINECT ENERGY, INC	SV - APR25 SERVICE	5/28/2025	8,966.08
404181	TEACHERS ON CALL, A	SV - SUBSTITUTES	5/21/2025	8,817.15
403891	INTERMEDIATE DISTRI	TRANS DISABLED	5/5/2025	8,626.38
404023	TEACHERS ON CALL, A	CV - SUBSTITUTES	5/14/2025	8,623.65
403925	TEACHERS ON CALL, A	SV - SUBSTITUTES	5/5/2025	8,455.95
403925	TEACHERS ON CALL, A	CC - SUBSTITUTES	5/5/2025	8,236.65
404209	CDW GOVERNMENT	25-26 CLEARPASS REN	5/28/2025	8,116.30
404282	YMCA CAMP ST CROIX	CP CAMP 2025	5/28/2025	7,744.35
404207	CARLSON PRINTING CO	SUMMER '25 ADULT MA	5/28/2025	7,703.00
404145	NORTHFIELD LINES IN	5/30 BUS TO VALLEYF	5/21/2025	7,694.68
404272	TEACHERS ON CALL, A	SV - SUBSTITUTES	5/28/2025	7,617.45
404272	TEACHERS ON CALL, A	HL - SUBSTITUTES	5/28/2025	7,462.65
404272	TEACHERS ON CALL, A	CN - SUBSTITUTES	5/28/2025	7,456.20
403925	TEACHERS ON CALL, A	CV - SUBSTITUTES	5/5/2025	7,417.50
403894	IWS - INNOVATIONAL	WATER SOFTNER REBUI	5/5/2025	7,259.35
404272	TEACHERS ON CALL, A	ND - SUBSTITUTES	5/28/2025	7,075.65
404023	TEACHERS ON CALL, A	ND - SUBSTITUTES	5/14/2025	6,953.10
404023	TEACHERS ON CALL, A	CS - SUBSTITUTES	5/14/2025	6,837.00
404272	TEACHERS ON CALL, A	CS - SUBSTITUTES	5/28/2025	6,720.90
403925	TEACHERS ON CALL, A	VV - SUBSTITUTES	5/5/2025	6,520.95
403925	TEACHERS ON CALL, A	CN - SUBSTITUTES	5/5/2025	6,462.90
404181	TEACHERS ON CALL, A	CN - SUBSTITUTES	5/21/2025	6,461.29
404011	RIVER BOTTOM PRODUC	SET LABOR/TECH	5/14/2025	6,400.00
404280	WOLD ARCHITECTS & E	EHS 25-26 RENOVATIO	5/28/2025	6,286.18
404046	ARVIG	MAY25 PHONES	5/21/2025	6,230.91
404023	TEACHERS ON CALL, A	HL - SUBSTITUTES	5/14/2025	6,172.65
404075	EBERT CONSTRUCTION	EHS MECH PHASE2 03-	5/21/2025	6,132.53
404181	TEACHERS ON CALL, A	CV - SUBSTITUTES	5/21/2025	6,069.45
404181	TEACHERS ON CALL, A	HL - SUBSTITUTES	5/21/2025	5,998.50
403983	KRAUS-ANDERSON CONS	EHS GENERAL CONDITI	5/14/2025	5,953.80
404023	TEACHERS ON CALL, A	CN - SUBSTITUTES	5/14/2025	5,882.40
404181	TEACHERS ON CALL, A	CC - SUBSTITUTES	5/21/2025	5,875.95
404239	KINECT ENERGY, INC	ECC - APR25 SERVICE	5/28/2025	5,851.69
404201	ARCON SOLUTIONS INC	KC STAFF SUMEMR APP	5/28/2025	5,786.34
404239	KINECT ENERGY, INC	VV - APR25 SERVICE	5/28/2025	5,783.72
403928	ULINE	SCHOOL PLYGRD BENCH	5/5/2025	5,623.52
404211	CITY OF EDINA - BRA	APR25 DOME RENTAL	5/28/2025	5,566.00
404021	SQUIRES, WALDSPURGE	LEGAL SERV: MISC	5/14/2025	5,490.62
404078	EKIN LLC	5K T-SHIRTS	5/21/2025	5,460.00
403891	INTERMEDIATE DISTRI	HTP-GEN ED	5/5/2025	5,388.12
403968	HOGLUND BUS COMPANY	HPB	5/14/2025	5,384.89
404181	TEACHERS ON CALL, A	ND - SUBSTITUTES	5/21/2025	5,353.50
403891	INTERMEDIATE DISTRI	LONG TERM FACILITIE	5/5/2025	5,345.37
404137	MSU - MANKATO	SUMMER TUITION - D.	5/21/2025	5,271.84
403990	MIKKONEN MUSIC LLC	APR25 MUSIC LESSONS	5/14/2025	5,197.50
404036	ADVANCED IMAGING SO	LEASE 06.08 0728562	5/21/2025	5,184.00
403925	TEACHERS ON CALL, A	ND - SUBSTITUTES	5/5/2025	5,147.10
404259	RADAR CONSULTING LL	JUN25 RECRUITING FE	5/28/2025	5,000.00
403890	INSTITUTE FOR ENVIR	EHS 2025 RENO INSPE	5/5/2025	4,685.12
404062	CITY OF EDINA - PUB	CS 01/29-05/01/25	5/21/2025	4,611.30
403877	ELECTRONIC DESIGN C	ECC GYM PROJ RETAIN	5/5/2025	4,589.96
403925	TEACHERS ON CALL, A	HL - SUBSTITUTES	5/5/2025	4,456.95
404146	NOVA FIRE PROTECTIO	EHS MECHANICAL 21-A	5/21/2025	4,416.59
404140	NAC MECHANICAL & EL	MICRO BOARD REPAIR	5/21/2025	4,393.00
404196	93 SKIP LLC	CN-APR25 SOLAR PROD	5/28/2025	4,383.48

Check No.	Vendor	Description	Date	Amount
404073	DIESEL COMPONENTS I	DPF/DOC REBUILD	5/21/2025	4,382.46
404181	TEACHERS ON CALL, A	CS - SUBSTITUTES	5/21/2025	4,347.30
404094	I-STATE TRUCK CENTE	TURBO	5/21/2025	4,318.75
403879	FIDELITY SECURITY L	EMPLOYEE WITHHOLDIN	5/5/2025	4,312.26
404246	METRO ELEVATOR	HL - ELEVATOR REPAI	5/28/2025	4,286.73
403907	NATIONAL INSURANCE	COBRA/RETIREE	5/5/2025	4,150.67
403962	GAME ONE	SV - TRACK SINGLETS	5/14/2025	4,140.83
404062	CITY OF EDINA - PUB	CN 02/04-04/30/25	5/21/2025	4,129.16
403925	TEACHERS ON CALL, A	CS - SUBSTITUTES	5/5/2025	4,050.60
404098	JAMES STANFIELD & C	CIRCLES ELEM CURRIC	5/21/2025	3,995.00
403962	GAME ONE	VV - TRACK SINGLETS	5/14/2025	3,937.22
404016	SDI INNOVATIONS INC	PLANNERS	5/14/2025	3,918.46
403907	NATIONAL INSURANCE	VOL AD&D EMPLOYEE W	5/5/2025	3,833.63
404167	SCHOOL SERVICE EMPL	MAY15 SEIU DUES	5/21/2025	3,768.63
403891	INTERMEDIATE DISTRI	ALC-STABILIZATION F	5/5/2025	3,740.39
404021	SQUIRES, WALDSPURGE	LEGAL SERV: H.R.	5/14/2025	3,708.00
404191	WASTE MANAGEMENT OF	EHS - MAY25 SERVICE	5/21/2025	3,674.72
404002	PITNEY BOWES EASYPE	ADULT MAILER POSTAG	5/14/2025	3,659.64
404213	COMMUNITY PLAYTHING	PROJECT TABLE GRD K	5/28/2025	3,650.00
403890	INSTITUTE FOR ENVIR	CN ASBESTOS REMOVAL	5/5/2025	3,600.00
404178	SUNBELT STAFFING LL	5/10 SCHOOL NURSE	5/21/2025	3,600.00
404062	CITY OF EDINA - PUB	HL 01/29-04/29/25	5/21/2025	3,599.37
403872	DIGITAL THEATRE	ANNUAL SUBSCRIPTION	5/5/2025	3,484.00
404142	NCS PEARSON INC	INTERACTIVE STD LIC	5/21/2025	3,445.00
403939	ASTLEFORD INTERNATI	QLS	5/14/2025	3,403.26
404238	KIDQUEST LLC	APR-MAY25 GAGA BALL	5/28/2025	3,348.10
404280	WOLD ARCHITECTS & E	EHS PHASE 3 RENO AV	5/28/2025	3,333.15
403979	JOSTENS INC	GRAD DIPLOMAS	5/14/2025	3,279.20
403942	BAYCOM INC	UHF PORT WALKIE	5/14/2025	3,217.00
404177	STIX SPORTSWEAR & S	6TH GRD T-SHIRTS	5/21/2025	3,200.00
404204	BENCHMARK EDUCATION	PD TRAINING	5/28/2025	3,100.00
404199	AMAZON CAPITAL SERV	INSTRUCTIONAL SUPPL	5/28/2025	3,097.64
404198	ALLEGRA EDEN PRAIRI	HANDWRITING BOOKLET	5/28/2025	3,056.00
404241	LANGUAGE LINE SERVI	APR25 GEN ED INTERP	5/28/2025	2,944.98
404178	SUNBELT STAFFING LL	4/21 SCHOOL NURSE	5/21/2025	2,917.80
404038	AFFINETY SOLUTIONS	25-26 AFFINETY SOFT	5/21/2025	2,885.00
403940	AUDIOQUIP INC	SPRING MUSICAL RENT	5/14/2025	2,880.00
404262	RELATE COUNSELING C	CHEM HEALTH #8 OF 1	5/28/2025	2,880.00
404239	KINECT ENERGY, INC	CV - APR25 SERVICE	5/28/2025	2,860.80
404052	BENEFIT EXTRAS, INC	MAY25 HRA ADMIN	5/21/2025	2,860.55
404153	PROCARE THERAPY	4/18 SPED TEACHER	5/21/2025	2,850.00
404058	CATHERINE EARLEY	BODY STRENGTH CLASS	5/21/2025	2,832.00
404008	PROCARE THERAPY	4/25 SPED TEACHER	5/14/2025	2,812.50
404153	PROCARE THERAPY	5/9 SPED TEACHER	5/21/2025	2,812.50
404153	PROCARE THERAPY	5/2 SPED TEACHER	5/21/2025	2,812.50
404258	PROCARE THERAPY	5/16 SPED TEACHER	5/28/2025	2,812.50
403994	NAC MECHANICAL & EL	DATA ROOM AC	5/14/2025	2,706.78
404239	KINECT ENERGY, INC	CS - APR25 SERVICE	5/28/2025	2,689.20
404111	KATH FUEL OIL SERVI	UNLEADED	5/21/2025	2,686.45
404031	1ST AYD CORPORATION	SHOP SUPPLIES	5/21/2025	2,670.14
404088	GRAPHIC SOURCE	POOL RECORD BOARDS	5/21/2025	2,575.00
403950	DASH SPORTS LLC	APR-MAY25 SOCCER CA	5/14/2025	2,547.30
403877	ELECTRONIC DESIGN C	VV MUSIC PROJ RETAI	5/5/2025	2,510.66
404264	RIVER BOTTOM PRODUC	COACELLO '25 TECH	5/28/2025	2,510.00
404203	BAYADA HOME HEALTH	5/5-5/9 SCHOOL NURS	5/28/2025	2,493.00
404195	93 HOP LLC	BUS-APR25 SOLAR PRO	5/28/2025	2,487.58
404042	AMERICAN PRESSURE I	HOSE REEL	5/21/2025	2,466.43
404120	MADELINE SCHAFER	CHOIR CHOREOGRAPHY	5/21/2025	2,450.00
404046	ARVIG	MAY25 INTERNET	5/21/2025	2,407.90
404272	TEACHERS ON CALL, A	MAIN - SUBSTITUTES	5/28/2025	2,399.40
403982	KATH FUEL OIL SERVI	UNLEADED	5/14/2025	2,283.43
403914	PROCARE THERAPY	4/11 SPED TEACHER	5/5/2025	2,250.00
404239	KINECT ENERGY, INC	CC - APR25 SERVICE	5/28/2025	2,231.07
403890	INSTITUTE FOR ENVIR	23-26 H & S MANAGEM	5/5/2025	2,202.03
404159	RJ MECHANICAL INC	SPRINKLER VALVE	5/21/2025	2,200.00

Check No.	Vendor	Description	Date	Amount
404263	RIGHT ANGLE STUDIO	BIZ OFFICE GRAPHIC	5/28/2025	2,200.00
404239	KINECT ENERGY, INC	HL - APR25 SERVICE	5/28/2025	2,175.34
404254	NCS PEARSON INC	BOT-3 GROSS MOTOR K	5/28/2025	2,166.00
404112	KAY ZUCCARO	WATER AEROBICS/TODD	5/21/2025	2,124.50
403969	INESE KRIEVANS	APR25 SUNBEAMS 1& 2	5/14/2025	2,116.80
404233	JARED LITTLE	APR-MAY25 ARCHERY	5/28/2025	2,114.70
404111	KATH FUEL OIL SERVI	UNLEADED	5/21/2025	2,086.80
403857	ADVANCED IMAGING SO	HIGH SCHOOL 03/25	5/5/2025	2,071.82
404023	TEACHERS ON CALL, A	ELC/ECSE-SUBSTITUTE	5/14/2025	2,051.10
404111	KATH FUEL OIL SERVI	5W40	5/21/2025	2,026.00
403925	TEACHERS ON CALL, A	ELC/ECSE-SUBSTITUTE	5/5/2025	2,012.40
404072	DAVID GEORGE WOODWO	RE-CENTER VOLLEYBAL	5/21/2025	2,000.00
404272	TEACHERS ON CALL, A	ELC/ECSE-SUBSTITUTE	5/28/2025	1,973.70
404249	MINNESOTA MEMORY IN	CB PARTS	5/28/2025	1,949.50
403862	BAYADA HOME HEALTH	APR25 SCHOOL NURSES	5/5/2025	1,932.50
404003	POP UP PARTY RENTAL	EVENT RENTAL (AP) F	5/14/2025	1,883.82
404280	WOLD ARCHITECTS & E	CN TOILET RENO	5/28/2025	1,883.63
404050	BAYADA HOME HEALTH	4/21-4/25 SCHOOL NU	5/21/2025	1,866.00
403884	GLOBAL INDUSTRIAL	HL - 6 GREEN BENCHE	5/5/2025	1,860.00
404239	KINECT ENERGY, INC	CN - APR25 SERVICE	5/28/2025	1,819.13
404062	CITY OF EDINA - PUB	BUS 01/28-04/29/25	5/21/2025	1,818.69
404112	KAY ZUCCARO	WATER WELLNESS	5/21/2025	1,799.70
404095	ITPROTV	RENEWAL 25-26	5/21/2025	1,794.00
404191	WASTE MANAGEMENT OF	VV - MAY25 SERVICE	5/21/2025	1,792.60
403987	METRO ELEVATOR	MAY25 ELEVATOR SERV	5/14/2025	1,734.61
404136	MSEA -- MN SCHOOL E	MAY15 MSEA DUES	5/21/2025	1,709.54
404255	NEW HAVOC DIGITAL P	EDINA CAKE DAY	5/28/2025	1,700.00
403941	BA SERVICES LLC	WASH EQUIPMENT REPA	5/14/2025	1,698.22
403869	COMMERCIAL INFRASR	EHS AUD CAT 6 DROPS	5/5/2025	1,682.66
404191	WASTE MANAGEMENT OF	SV - MAY25 SERVICE	5/21/2025	1,642.79
403982	KATH FUEL OIL SERVI	UNLEADED	5/14/2025	1,642.02
404230	INSTRUCTURE INC	EHS - PARCHMENT SER	5/28/2025	1,601.00
404052	BENEFIT EXTRAS, INC	MAY25 HSA ADMIN	5/21/2025	1,597.75
404280	WOLD ARCHITECTS & E	EV BUS CHARGING STA	5/28/2025	1,580.18
404156	RED CEDAR STEEL ERE	EHS MECH PHASE2 05-	5/21/2025	1,568.45
404283	ZANER-BLOSER INC	GRADE 2 HANDWRITING	5/28/2025	1,564.50
403945	CDW GOVERNMENT	STAFF LAPTOP REFRES	5/14/2025	1,538.00
404208	CATALYST SOURCING S	ON DEMAND/DMTS	5/28/2025	1,533.50
404145	NORTHFIELD LINES IN	DEEP PORTAGE CAMP B	5/21/2025	1,525.07
403924	STIX SPORTSWEAR & S	MUSICAL T-SHIRTS	5/5/2025	1,517.25
404093	INSPEC INC	ECC 2025 PAVEMENT R	5/21/2025	1,500.00
404142	NCS PEARSON INC	ACADEMIC ASSESSMENT	5/21/2025	1,500.00
404025	THE BAKKEN MUSEUM	5/22 FIELD TRIP	5/14/2025	1,494.00
404283	ZANER-BLOSER INC	GRADE K HANDWRITING	5/28/2025	1,490.00
404168	SCHOOL SPECIALTY, L	CLASSROOM FURNITURE	5/21/2025	1,464.26
403856	ACCURATE HOME CARE	MAR25 NURSE CARE	5/5/2025	1,461.50
404191	WASTE MANAGEMENT OF	ECC - MAY25 SERVICE	5/21/2025	1,442.52
404087	GRAND SLAM SPORTS	GRD 5 FIELD TRIP	5/21/2025	1,431.00
403967	HASSE FAMILY ENTERP	5/14 PETTING ZOO	5/14/2025	1,375.00
404203	BAYADA HOME HEALTH	5/5-5/7 SCHOOL NURS	5/28/2025	1,375.00
403917	ROBERT B HILL CO	EHS - SOFTENER SALT	5/5/2025	1,361.36
404181	TEACHERS ON CALL, A	ELC/ECSE-SUBSTITUTE	5/21/2025	1,360.95
404013	ROCKLER WOODWORKING	JET DRUM SANDER W/S	5/14/2025	1,349.99
403862	BAYADA HOME HEALTH	APR25 SCHOOL NURSES	5/5/2025	1,321.00
404213	COMMUNITY PLAYTHING	PLAY TABLE GRD K SE	5/28/2025	1,310.00
404208	CATALYST SOURCING S	ON DEMAND/TRANSPORT	5/28/2025	1,303.48
404041	ALLEGRA EDEN PRAIRI	MUSICAL PROGRAMS	5/21/2025	1,282.11
404050	BAYADA HOME HEALTH	4/21-4/25 SCHOOL NU	5/21/2025	1,251.00
403891	INTERMEDIATE DISTRI	CAREER & TECH	5/5/2025	1,242.05
404066	CONTINENTAL CLAY	ART SUPPLIES	5/21/2025	1,217.30
403876	ELECTRICAL PRODUCTI	FIBER SLICING RUTH	5/5/2025	1,205.00
404191	WASTE MANAGEMENT OF	CS - MAY25 SERVICE	5/21/2025	1,202.70
403870	DAVID WEBB -- HOMER	EXEC COACHING	5/5/2025	1,200.00
403974	ITSAVVY LLC	SCREEN DEDUCTIBLES	5/14/2025	1,200.00
404149	PAUL DAVID	MAY 25 VIDEO PRODUC	5/21/2025	1,200.00

Check No.	Vendor	Description	Date	Amount
404164	SAYER KEELEY	MUSICAL CHOREOGRAPHER	5/21/2025	1,200.00
404026	THE WORKS MUSEUM	5/28 FIELD TRIP	5/14/2025	1,185.00
403961	FUN JUMPS ENTERTAIN	5/14 ND & CC KC PAR	5/14/2025	1,181.50
404165	SCHERER BROTHERS LU	MUSICAL SET SUPPLIE	5/21/2025	1,178.93
404191	WASTE MANAGEMENT OF	CC - MAY25 SERVICE	5/21/2025	1,148.77
403902	MATTHEW GLATZEL	JAN-APR25 CASUAL SO	5/5/2025	1,120.00
403950	DASH SPORTS LLC	APR-MAY25 SOCCER TY	5/14/2025	1,120.00
403867	CDW GOVERNMENT	ARUBA SWITCH	5/5/2025	1,102.00
403911	PIONEER CREEK GOLF	BGOLF TRYOUTS	5/5/2025	1,080.00
404208	CATALYST SOURCING S	SURPLUS SERV/FACILI	5/28/2025	1,073.45
404254	NCS PEARSON INC	BOT-3 COMPLETE KIT	5/28/2025	1,059.30
404191	WASTE MANAGEMENT OF	SV THEATRE DUMPSTER	5/21/2025	1,055.12
403906	MN HOSA	STATE LEADER DUES	5/5/2025	1,050.00
404118	LIFESAVER FIRE PROT	SPRINKLER REPAIR	5/21/2025	1,047.00
404050	BAYADA HOME HEALTH	5/1 & 5/2 SCHOOL NU	5/21/2025	1,038.50
403866	BUSINESS ESSENTIALS	8.5X11 WHITE QTY 30	5/5/2025	1,035.00
403891	INTERMEDIATE DISTRI	ALC	5/5/2025	1,024.78
404214	CONSORTIUM FOR SCHO	25-26 COSN RENEWAL	5/28/2025	1,020.00
403857	ADVANCED IMAGING SO	NORMANDEALE 03/25	5/5/2025	1,018.11
404111	KATH FUEL OIL SERVI	DEF	5/21/2025	1,011.10
403930	WAYZATA RESULTS	GTRACK MEET TIMING	5/5/2025	1,000.00
403930	WAYZATA RESULTS	4/15 BTRACK TIMING	5/5/2025	1,000.00
404247	MICHAEL NELSON	PODCAST RECORD & ED	5/28/2025	1,000.00
404264	RIVER BOTTOM PRODUC	THEATRE: TECH SUPPO	5/28/2025	1,000.00
403857	ADVANCED IMAGING SO	COUNTRYSIDE 03/25	5/5/2025	994.62
403857	ADVANCED IMAGING SO	ECC/DO 03/25	5/5/2025	991.16
403980	JULIE HAMPLE	APR25 ASL SUPPORT	5/14/2025	987.50
403922	SPARKPATH INC	24-25 KNOWLEDGE BOW	5/5/2025	980.00
404249	MINNESOTA MEMORY IN	PARTS FOR CB REPAIR	5/28/2025	979.80
404245	MESPA	MEMBERSHIP - P.D.	5/28/2025	962.00
404068	CROSSTOWN MECHANICA	VV - COOLER REPAIR	5/21/2025	950.27
403888	HORIZON COMMERCIAL	POOL CHEMICALS	5/5/2025	950.20
V21126	BAILLIE MORGAN NASH	MASBO CONF HOTEL	5/14/2025	945.89
403919	RUSSELL SECURITY RE	6 CYLINDERS GYM INS	5/5/2025	942.00
403925	TEACHERS ON CALL, A	MAIN - SUBSTITUTES	5/5/2025	935.25
404050	BAYADA HOME HEALTH	4/28 & 4/30 SCHOOL	5/21/2025	930.00
404245	MESPA	MEMBERSHIP - M.D.	5/28/2025	922.00
403900	KINECT ENERGY, INC	MAY25 ENERGY MGMT F	5/5/2025	920.00
404045	APPLE INC	MAC MINIS SERVER	5/21/2025	899.00
404239	KINECT ENERGY, INC	BUS - APR25 SERVICE	5/28/2025	898.47
404030	XCEL ENERGY	CN 3/25-4/30/2025	5/14/2025	889.39
403859	ASBO INTERNATIONAL	2025 ANNUAL CONF: B	5/5/2025	888.00
404197	ACCURATE HOME CARE	APR25 SCHOOL NURSIN	5/28/2025	888.00
403857	ADVANCED IMAGING SO	CONCORD 03/25	5/5/2025	884.31
404257	ORKIN COMMERCIAL SE	DW - APR25 SERVICES	5/28/2025	880.00
403857	ADVANCED IMAGING SO	VALLEY VIEW 03/25	5/5/2025	873.61
403955	EDITH MANCINI	SPRING '25 VINYASA/	5/14/2025	867.48
403857	ADVANCED IMAGING SO	CORNELIA 03/25	5/5/2025	854.38
404227	HOGLUND BUS COMPANY	EXHAUST PARTS	5/28/2025	844.63
404034	ACTION OVERHEAD GAR	KUHLMAN DOOR REPAIR	5/21/2025	840.00
404139	MUSIC THEATRE INTER	FROZEN LICENSE	5/21/2025	838.00
403974	ITSAVVY LLC	SCREEN DEDUCTIBLES	5/14/2025	800.00
404175	SPRINKLE MY FEET LL	DOUBLE DUTCH PERFOR	5/21/2025	800.00
404232	ITSAVVY LLC	SCREEN DEDUCTIBLES	5/28/2025	800.00
404027	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	5/14/2025	789.79
404200	APPLE INC	MAC MINI SERVERS	5/28/2025	789.00
403972	INSPEC INC	CN WALL	5/14/2025	770.00
403857	ADVANCED IMAGING SO	CREEK VALLEY 03/25	5/5/2025	767.58
404148	ODP BUSINESS SOLUTI	GRADE 2 SUPPLY MONI	5/21/2025	760.55
V21162	ZHUO WANG	CHINESE BUFFET LUNC	5/21/2025	755.83
404264	RIVER BOTTOM PRODUC	5/14 CHOIR TECH	5/28/2025	750.00
403969	INESE KRIEVANS	APR25 PRIVATE PIANO	5/14/2025	722.40
403860	ASTLEFORD INTERNATI	AIR SPRING	5/5/2025	716.90
403857	ADVANCED IMAGING SO	SOUTH VIEW 03/25	5/5/2025	715.87
404191	WASTE MANAGEMENT OF	CN - MAY25 SERVICE	5/21/2025	714.65

Check No.	Vendor	Description	Date	Amount
403875	EDUCATORS BENEFIT C	403(B) ADMIN & COMP	5/5/2025	708.58
403996	NORTHSTAR BUS LINES	ECC TO BWBR CHARTER	5/14/2025	707.50
403893	ITSAVVY LLC	SCREEN DEDUCTIBLES	5/5/2025	700.00
404202	ASBO INTERNATIONAL	2026 DISTRICT MEMBE	5/28/2025	699.00
403904	MIDWEST BUS PARTS I	CALIPER	5/5/2025	685.68
404154	RAINDROP IRRIGATION	EHS - START UP	5/21/2025	675.00
404180	SWAGGY D ENTERTAINM	DJ - POLAR PLUNGE	5/21/2025	675.00
404069	CUSHMAN MOTOR COMPA	FRAME WING LEFT	5/21/2025	670.78
404250	MN SYNCHRONIZED SWI	SYNCHRO STATE FEES	5/28/2025	638.00
404168	SCHOOL SPECIALTY, L	ART SUPPLIES	5/21/2025	636.88
404020	SPS COMPANIES INC	BOTTLE FILLER STATI	5/14/2025	633.75
404191	WASTE MANAGEMENT OF	CV - MAY25 SERVICE	5/21/2025	626.03
404033	ACOUSTICS ASSOCIATE	EHS MECH PHASE2 09-	5/21/2025	624.39
V21164	EMMA BOURNONVILLE	EHS FRENCH INTERN P	5/28/2025	620.00
V21165	MELINE CHATAL-BARAT	ND FRENCH INTERN PA	5/28/2025	620.00
V21167	LOLA DUCLOUX-LEBON	ND FRENCH INTERN PA	5/28/2025	620.00
V21168	GREGOIRE DURAND	VV FRENCH INTERN PA	5/28/2025	620.00
V21169	THEO DURAND	ND FRENCH INTERN PA	5/28/2025	620.00
V21171	LAURINE EVEN	ND FRENCH INTERN PA	5/28/2025	620.00
V21172	CHIARA FERRY	ND FRENCH INTERN PA	5/28/2025	620.00
V21173	ELENA FONTEYNE	ND FRENCH INTERN PA	5/28/2025	620.00
V21174	JUDITH FOUQUET	EHS FRENCH INTERN P	5/28/2025	620.00
V21175	CAMILLE GEISLER	VV FRENCH INTERN PA	5/28/2025	620.00
V21176	SOLENE GOURC	ND FRENCH INTERN PA	5/28/2025	620.00
V21177	LOLA GOURCY	ND FRENCH INTERN PA	5/28/2025	620.00
V21179	CHLOE HEISSLER	ND FRENCH INTERN PA	5/28/2025	620.00
V21180	CHLOE KLEIN	ND FRENCH INTERN PA	5/28/2025	620.00
V21181	LENA LEBOURSICAUD	ND FRENCH INTERN PA	5/28/2025	620.00
V21183	AUDREY MAUBARET	VV FRENCH INTERN PA	5/28/2025	620.00
V21184	JADE METZINGER	ND FRENCH INTERN PA	5/28/2025	620.00
V21185	INGRID MICHEL	ND FRENCH INTERN PA	5/28/2025	620.00
V21186	MATHILDE NOGUES	ND FRENCH INTERN PA	5/28/2025	620.00
V21188	HUGO PACINI	ND FRENCH INTERN PA	5/28/2025	620.00
V21189	ALICE PARISOT	ND FRENCH INTERN PA	5/28/2025	620.00
V21191	LEA ROUX	ND FRENCH INTERN PA	5/28/2025	620.00
V21192	LENA SAUVAGEON	ND FRENCH INTERN PA	5/28/2025	620.00
V21193	LOANE SENSACQ	ND FRENCH INTERN PA	5/28/2025	620.00
V21194	LEANE STEPHANT	ND FRENCH INTERN PA	5/28/2025	620.00
V21197	NOE VAGNE	ND FRENCH INTERN PA	5/28/2025	620.00
V21199	LAURINE ZILLIOX	ND FRENCH INTERN PA	5/28/2025	620.00
404208	CATALYST SOURCING S	ON DEMAND/ACTIVITIE	5/28/2025	613.40
404007	PRINTASTIK	BE A HORNET FLYERS	5/14/2025	613.00
403898	JOMSVIKINGS PROTECT	10/25 SECTION FOOTB	5/5/2025	600.00
404141	NASHKE NATIVE GAMES	5/2 NASHKE EVENT	5/21/2025	600.00
404079	ELLA WASSERMAN	INDIV PIANO LESSONS	5/21/2025	598.00
403857	ADVANCED IMAGING SO	HIGHLANDS 03/25	5/5/2025	595.65
404021	SQUIRES, WALDSPURGE	LEGAL SERV: S.S.S.	5/14/2025	588.00
404131	MIDWEST BUS PARTS I	SHOCKS	5/21/2025	583.68
404260	RAINDROP IRRIGATION	IRRIGATION	5/28/2025	575.00
404252	MULTILINGUAL WORD I	APR25 GEN ED TRANSL	5/28/2025	574.20
404009	RICHARDSON NATURE C	5/28 GRD 1 FIELD TR	5/14/2025	570.00
404271	SUMMIT FIRE PROTECT	LEAKING SPRINKLER P	5/28/2025	565.00
404027	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	5/14/2025	564.12
404019	SITEONE LANDSCAPE S	FERTILIZER	5/14/2025	556.66
404105	JERRY'S PRINTING	YARD SIGNS	5/21/2025	550.00
404227	HOGLUND BUS COMPANY	WIPER LINKAGE	5/28/2025	546.10
404079	ELLA WASSERMAN	INDIV PIANO LESSONS	5/21/2025	546.00
404215	CUSTOM HOSE TECH IN	FITTINGS	5/28/2025	544.67
404223	GILBERT MECHANICAL	FIXED GLYCOL LEAK	5/28/2025	543.00
403992	MINNESOTA HISTORICA	4/29 GRD 4 FIELD TR	5/14/2025	540.00
404028	WILD RUMPUS BOOK ST	BOOKS FOR HL	5/14/2025	537.27
404130	MIDWEST BAND INSTRU	BAND SUPPLIES	5/21/2025	525.00
404180	SWAGGY D ENTERTAINM	DJ - 5K	5/21/2025	525.00
404191	WASTE MANAGEMENT OF	HL - MAY25 SERVICE	5/21/2025	524.72
404269	SITEONE LANDSCAPE S	DW - FERTILIZER	5/28/2025	524.68

Check No.	Vendor	Description	Date	Amount
404269	SITEONE LANDSCAPE S	EHS - FERTILIZER	5/28/2025	524.68
404248	MINNESOTA HISTORICA	5/13 GRD 4 FIELD TR	5/28/2025	520.00
403956	ELIZABETH POCH	APR25 PIANO LESSONS	5/14/2025	520.00
403956	ELIZABETH POCH	APR25 PIANO LESSONS	5/14/2025	520.00
404040	ALL STRINGS ATTACHE	INSTRUMENT REPAIRS	5/21/2025	516.59
404206	BROTHERS FIRE & SEC	SMOKE DETECTOR REPL	5/28/2025	513.20
V21146	EMILY L WESTRUM	MASBO CONF HOTEL	5/14/2025	511.26
404173	SITEONE LANDSCAPE S	DW - FERTILIZER	5/21/2025	502.56
404173	SITEONE LANDSCAPE S	EHS - FERTILIZER	5/21/2025	502.56
403868	CHRIS GUMZ	MUSICAL PIT MUSICIA	5/5/2025	500.00
403895	JACOB MEIXNER	MUSICAL PIT MUSICIA	5/5/2025	500.00
403896	JAMES MEFFERT	MUSICAL PIT MUSICIA	5/5/2025	500.00
403910	PHILLIP HOLM	MUSICAL PIT MUSICIA	5/5/2025	500.00
404029	WILLIAM OTTESON	MUSICAL PIT MUSICIA	5/14/2025	500.00
404268	SET - THE MULCH STO	MULCH	5/28/2025	500.00
404268	SET - THE MULCH STO	MULCH	5/28/2025	500.00
V21139	ELIZABETH MARY SLET	MCTM CONF HOTEL	5/14/2025	498.10
404261	REGENTS OF THE UNIV	4/17 BELL MUSEUM TR	5/28/2025	495.00
403938	ARCON SOLUTIONS INC	NOTEPADS AND PENS	5/14/2025	490.46
403871	DELEGARD TOOL COMPA	INDUCTOR	5/5/2025	485.35
404012	ROBERT B HILL CO	WATER SOFTENER SALT	5/14/2025	481.54
403882	FRESHPOINT BIX PROD	CV KC SNACKS	5/5/2025	480.06
V21143	CHASE M STRUBE	MCTM CONF HOTEL	5/14/2025	478.10
404196	93 SKIP LLC	CN PV RIDER 3/25-4/	5/28/2025	476.00
403989	MIKE'S SEPTIC SERVI	CONCESSIONS PUMPING	5/14/2025	475.00
404091	HAWKINS INC	CHLORINE TANK	5/21/2025	468.33
404012	ROBERT B HILL CO	WATER SOFTENER SALT	5/14/2025	462.92
404160	ROBERT B HILL CO	WATER SOFTENER SALT	5/21/2025	462.92
403935	ALLEGRA EDINA	ENVELOPES	5/14/2025	450.90
404023	TEACHERS ON CALL, A	MAIN-SUBSTITUTES	5/14/2025	438.60
404027	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	5/14/2025	433.14
403991	MINNESOTA CHILDREN'	4/23 KC FIELD TRIP	5/14/2025	431.67
403991	MINNESOTA CHILDREN'	4/23 KC FIELD TRIP	5/14/2025	431.67
403991	MINNESOTA CHILDREN'	4/23 KC FIELD TRIP	5/14/2025	431.66
403933	WPS - WESTERN PSYCH	ARIZONA 4 PRINT KIT	5/5/2025	429.00
404210	CENTURYLINK	SV 05/01-05/31/25	5/28/2025	428.33
404050	BAYADA HOME HEALTH	4/29 SCHOOL NURSE	5/21/2025	418.50
404183	THREE RIVERS PARK D	CS K-3 TRIP 1	5/21/2025	416.25
404027	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	5/14/2025	415.72
404220	FACTORY MOTOR PARTS	BATTERIES	5/28/2025	414.49
403871	DELEGARD TOOL COMPA	JACK	5/5/2025	414.30
403948	COMMERCIAL KITCHEN	EHS - OVEN REPAIR	5/14/2025	412.50
403917	ROBERT B HILL CO	SOFTENER SALT INSTA	5/5/2025	411.39
V21195	EMMA T TEWES	AOSA CONF REGISTRAT	5/28/2025	411.00
404037	ADVANCED POWER SERV	GENERATOR REPAIR	5/21/2025	409.00
404191	WASTE MANAGEMENT OF	ND - MAY25 SERVICE	5/21/2025	406.86
403880	FOLLETT CONTENT SOL	BOOKS FOR SV	5/5/2025	406.80
404242	MACKIN EDUCATIONAL	BOOKS FOR CN	5/28/2025	405.34
404070	CYBER ACOUSTICS	HEADPHONES FOR CC	5/21/2025	405.00
403863	BAYCOM INC	TWO WAY RADIO REPAI	5/5/2025	403.75
403929	VERLENE STOTTS	BAND FESTIVAL CLINI	5/5/2025	400.00
403978	JONAH WALT	JAZZ BAND COMPOSITI	5/14/2025	400.00
404064	THE COLLEGE BOARD	24-25 EHS MEMBERSHI	5/21/2025	400.00
404228	HOLY FAMILY CATHOLI	5/21 JV BGOLF TOURN	5/28/2025	400.00
404232	ITSAVVY LLC	SCREEN DEDUCTIBLES	5/28/2025	400.00
404232	ITSAVVY LLC	SCREEN DEDUCTIBLES	5/28/2025	400.00
404027	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	5/14/2025	399.92
403881	FREESTYLE PHOTOGRAP	KODAK PROF PAPER	5/5/2025	399.80
404027	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	5/14/2025	398.58
404132	MIDWEST MUSICAL IMP	BASSOON REPAIR	5/21/2025	398.50
404027	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	5/14/2025	397.24
404147	NSPA-NATIONAL SCHOL	YEARBOOK ANNUAL FEE	5/21/2025	397.00
403922	SPARKPATH INC	23-24 K BOWL ADDTL	5/5/2025	390.00
404027	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	5/14/2025	388.53
404083	FRESHPOINT BIX PROD	CV KC SNACKS	5/21/2025	386.62

Check No.	Vendor	Description	Date	Amount
404134	MINNESOTA POLLUTION	ECC - HAZ WASTE FEE	5/21/2025	386.43
403875	EDUCATORS BENEFIT C	ACT PARTICIPANT FEE	5/5/2025	386.36
403875	EDUCATORS BENEFIT C	ACT PARTICIPANT FEE	5/5/2025	386.36
403869	COMMERCIAL INFRASTR	ECC CAT 6 DROPS	5/5/2025	385.56
V21155	MARGO WARD HENKE	BADMINTON SUPPLIES	5/21/2025	384.43
404027	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	5/14/2025	384.12
404027	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	5/14/2025	382.11
404180	SWAGGY D ENTERTAINM	DJ - CORNHOLE	5/21/2025	375.00
V21134	WILLY SNOWPHETH SAN	NETWORK+ TEST	5/14/2025	369.00
V21147	EMESE B DREW	LATIN CLUB TRIP PIZ	5/14/2025	368.25
404199	AMAZON CAPITAL SERV	INSTRUCTIONAL SUPPL	5/28/2025	367.88
404236	JH LARSON COMPANY	T-8 LIGHT BULBS	5/28/2025	367.14
404274	TEXA-TONKA LANES	5/21 PATROL FIELD T	5/28/2025	366.00
404154	RAINDROP IRRIGATION	ECC - IRRIGATION	5/21/2025	363.34
404154	RAINDROP IRRIGATION	SV - IRRIGATION	5/21/2025	363.33
404154	RAINDROP IRRIGATION	CC - IRRIGATION	5/21/2025	363.33
404052	BENEFIT EXTRAS, INC	MAY25 FLEX ADMIN	5/21/2025	352.60
V21150	NICHOLAS J ELLISON	JAZZ CONCERT PIES	5/21/2025	350.52
404217	DOORCO INC	DOOR OPENER ISSUE	5/28/2025	350.00
404218	EAST RIDGE BOYS GOL	4/23 BGOLF TOURNAME	5/28/2025	350.00
404268	SET - THE MULCH STO	MULCH	5/28/2025	350.00
403997	NSPA-NATIONAL SCHOL	NEWSPAPER MEMBERSHI	5/14/2025	347.00
403975	JAN HAGERMAN	MANDALA STONE/FELT	5/14/2025	346.50
403866	BUSINESS ESSENTIALS	8.5X11 WHITE QTY 10	5/5/2025	345.00
404130	MIDWEST BAND INSTRU	INSTRUMENT REPAIRS	5/21/2025	345.00
V21170	DOUGLAS M EISCHENS	CONF HOTEL	5/28/2025	340.84
404102	JERRY'S FOODS EDINA	UNIFIED FOOD	5/21/2025	338.69
403899	JW PEPPER & SON INC	BAND MUSIC	5/5/2025	334.80
404059	CDW GOVERNMENT	AZURE OVERAGES	5/21/2025	327.56
404126	METRO ELEVATOR	ELEVATOR REPAIR	5/21/2025	324.00
403863	BAYCOM INC	TWO WAY RADIO REPAI	5/5/2025	316.25
V21135	SANDRA L SCHMIDT	LOCAL SCHOLARSHIP M	5/14/2025	312.59
403951	DELEGARD TOOL COMPA	CABLE TIES	5/14/2025	310.40
404196	93 SKIP LLC	BUS-APR25 SOLAR PRO	5/28/2025	309.59
404224	GOPHER / PLAY WITH	FOAM DODGEBALLS	5/28/2025	308.46
403927	TRANSPORTATION PLUS	SEP24 TRANSPORT	5/5/2025	306.00
404050	BAYADA HOME HEALTH	5/2 SCHOOL NURSE	5/21/2025	306.00
404210	CENTURYLINK	VV 04/28-05/27/25	5/28/2025	305.95
404283	ZANER-BLOSER INC	SHIPPING/HANDLING	5/28/2025	305.45
404256	NORCOSTCO INC	HPL THEATER LIGHT	5/28/2025	302.40
403865	BECKY WEILAND	BAND FESTIVAL CLINI	5/5/2025	300.00
404232	ITSAVVY LLC	SCREEN DEDUCTIBLES	5/28/2025	300.00
404191	WASTE MANAGEMENT OF	EHS THEATRE DUMPSTE	5/21/2025	299.86
403970	INFINITE CAMPUS INC	CARD READER	5/14/2025	294.00
V21126	BAILLIE MORGAN NASH	MASBO CONF MILEAGE	5/14/2025	286.30
404239	KINECT ENERGY, INC	ND - APR25 SERVICE	5/28/2025	282.15
404065	CONSTANTINE DANCE C	EASY PARTNER DANCIN	5/21/2025	276.00
403963	GENERAL PARTS LLC	HL - GASKETS	5/14/2025	275.27
403913	PRIOR LAKE HIGH SCH	4/21 GGOLF TOURNAME	5/5/2025	275.00
403954	EDINA MORNINGSIDE R	Q4 DUES DB/AML	5/14/2025	275.00
V21113	GARY R AASEN	INDOOR TENNIS COURT	5/14/2025	272.00
403866	BUSINESS ESSENTIALS	8.5X11 GREEN QTY 5	5/5/2025	271.80
403866	BUSINESS ESSENTIALS	8.5X11 PINK QTY 5	5/5/2025	271.80
403866	BUSINESS ESSENTIALS	8.5X11 GOLDENROD QT	5/5/2025	271.50
403965	GRAINGER	RUBBER COUPLING INS	5/14/2025	271.30
404101	JENNIFER LANGRECK	BEADWORK FOR AM IND	5/21/2025	270.00
404210	CENTURYLINK	DO 05/01-05/31/25	5/28/2025	260.00
404081	FACTORY MOTOR PARTS	BRAKES	5/21/2025	258.73
404216	DELEGARD TOOL COMPA	PUMP	5/28/2025	253.20
404251	MRI SOFTWARE LLC	APR25 BKGD CHK: MIS	5/28/2025	252.00
403892	ISD #272 - EDEN PRA	4/28 JV BGOLF ENTRY	5/5/2025	250.00
404231	ISD 748 - SARTELL H	5/14 BGOLF TOURNAME	5/28/2025	250.00
404273	TERESA PETERSON	PODCAST PROJECT	5/28/2025	250.00
404208	CATALYST SOURCING S	SUPP TRACK MON SUBS	5/28/2025	249.99
404244	MENARDS - EDEN PRAI	FITTINGS	5/28/2025	249.07

Check No.	Vendor	Description	Date	Amount
404210	CENTURYLINK	EHS 04/28-05/27/25	5/28/2025	244.76
404210	CENTURYLINK	CC 05/01-05/31/25	5/28/2025	244.76
404210	CENTURYLINK	ECC 05/01-05/31/25	5/28/2025	244.76
403905	MINNESOTA CLAY CO U	CLAY FOR 5K	5/5/2025	242.08
V21187	KARI L OPATZ-KARWOS	SECTIONS PRACTICE R	5/28/2025	240.00
404252	MULTILINGUAL WORD I	APR25 SPED TRANSLAT	5/28/2025	239.20
404089	GREATAMERICA FINANC	DO MAY25 POSTAGE MT	5/21/2025	236.95
404239	KINECT ENERGY, INC	ECC - APR25 SERVICE	5/28/2025	231.04
404278	VICSON LLC	ART OF FINE DINING	5/28/2025	231.00
403919	RUSSELL SECURITY RE	ROOM 135 LOCK REPAI	5/5/2025	230.00
404027	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	5/14/2025	229.69
V21119	VALERIE D EVANS	MASBO CONF MILEAGE	5/14/2025	229.60
V21143	CHASE M STRUBE	CONF MILEAGE	5/14/2025	229.60
V21146	EMILY L WESTRUM	MASBO CONF MILEAGE	5/14/2025	229.60
V21170	DOUGLAS M EISCHENS	CONF MIILEAGE	5/28/2025	229.60
404191	WASTE MANAGEMENT OF	BUS - MAY25 SERVICE	5/21/2025	227.94
403913	PRIOR LAKE HIGH SCH	4/26 BVBALL TOURNAM	5/5/2025	225.00
404277	UNIVERSITY LANGUAGE	SPED TRANSLATION	5/28/2025	224.80
403954	EDINA MORNINGSIDE R	Q4 MEALS	5/14/2025	220.00
404277	UNIVERSITY LANGUAGE	GEN ED TRANSLATIONS	5/28/2025	220.00
403960	FRESHPOINT BIX PROD	CS KC SNACKS	5/14/2025	217.89
403866	BUSINESS ESSENTIALS	8.5X11 CANARY QTY 4	5/5/2025	217.44
403866	BUSINESS ESSENTIALS	8.5X11 BLUE QTY 4	5/5/2025	217.44
404055	BUSINESS ESSENTIALS	8.5X11 BLUE QTY 4	5/21/2025	217.44
404055	BUSINESS ESSENTIALS	8.5X11 GREEN QTY 4	5/21/2025	217.44
404055	BUSINESS ESSENTIALS	8.5X11 PINK QTY 4	5/21/2025	217.44
404055	BUSINESS ESSENTIALS	8.5X11 GOLD QTY 4	5/21/2025	217.20
403901	LAKESHORE LEARNING	K INSTRUCTIONAL	5/5/2025	215.56
403899	JW PEPPER & SON INC	ORCHESTRA MUSIC	5/5/2025	215.50
404099	JAY DUDDING	FIRST WEDDING DANCE	5/21/2025	210.00
404275	TWENTY-TWO FARMS AN	HL - FIELD TRIP	5/28/2025	207.00
404277	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	5/28/2025	206.60
V21136	MEGAN B SCHNEIDER	MAR-APR25 MILEAGE	5/14/2025	205.38
403921	SOUTHPAW ENTERPRISE	QUADRANT C FOAM 4PC	5/5/2025	205.00
V21113	GARY R AASEN	INDOOR TENNIS COURT	5/14/2025	204.00
V21113	GARY R AASEN	INDOOR TENNIS COURT	5/14/2025	204.00
404018	SIDEKICK THEATRE	CLASS 514-H700 IN E	5/14/2025	204.00
404089	GREATAMERICA FINANC	EHS MAY25 POSTAGE M	5/21/2025	201.95
404277	UNIVERSITY LANGUAGE	GEN ED TRANSLATIONS	5/28/2025	201.70
404155	REALLY GOOD STUFF L	ML WORKBOOKS	5/21/2025	201.19
404000	OSI ENVIRONMENTAL I	OIL FILTER RECYCLIN	5/14/2025	200.00
404232	ITSAVVY LLC	SCREEN DEDUCTIBLES	5/28/2025	200.00
404232	ITSAVVY LLC	SCREEN DEDUCTIBLES	5/28/2025	200.00
404281	WONDERWEAVERS - STO	GRD 1 STORYTELLERS	5/28/2025	200.00
404277	UNIVERSITY LANGUAGE	SPED TRANSLATIONS	5/28/2025	198.90
404027	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	5/14/2025	198.09
404125	MENARDS - EDEN PRAI	MISC PARTS	5/21/2025	197.24
404027	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	5/14/2025	196.75
V21125	SHAWNEE L KRUEGER	STAFF WATER BOTTLES	5/14/2025	195.44
404277	UNIVERSITY LANGUAGE	SPED TRANSLATIONS	5/28/2025	195.40
403936	AMAZON CAPITAL SERV	K SUPPLIES	5/14/2025	194.81
404277	UNIVERSITY LANGUAGE	SPED TRANSLATIONS	5/28/2025	194.00
404027	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	5/14/2025	193.40
404027	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	5/14/2025	191.39
404277	UNIVERSITY LANGUAGE	SPED TRANSLATION	5/28/2025	190.50
404277	UNIVERSITY LANGUAGE	SPED TRANSLATIONS	5/28/2025	190.50
V21157	KARI L OPATZ-KARWOS	5/2 MILEAGE	5/21/2025	190.40
404027	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	5/14/2025	190.05
404277	UNIVERSITY LANGUAGE	GEN ED TRANSLATIONS	5/28/2025	189.80
404277	UNIVERSITY LANGUAGE	SPED TRANSLATIONS	5/28/2025	189.80
404277	UNIVERSITY LANGUAGE	SPED TRANSLATION	5/28/2025	189.80
404048	ASTLEFORD INTERNATI	DRAG LINK	5/21/2025	188.56
404277	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	5/28/2025	187.70
404277	UNIVERSITY LANGUAGE	GEN ED TRANSLATIONS	5/28/2025	187.70
404277	UNIVERSITY LANGUAGE	GEN ED TRANSLATIONS	5/28/2025	186.30

Check No.	Vendor	Description	Date	Amount
404089	GREATAMERICA FINANC	SV MAY25 POSTAGE MT	5/21/2025	185.95
404027	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	5/14/2025	185.60
404277	UNIVERSITY LANGUAGE	GEN ED TRANSLATIONS	5/28/2025	185.60
404277	UNIVERSITY LANGUAGE	GEN ED TRANSLATIONS	5/28/2025	185.60
V21141	ERIN ST. ORES	MAR-APR25 PART C MI	5/14/2025	185.43
404027	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	5/14/2025	185.36
403878	ELLEN SMITH	MAILBOX REPAIR	5/5/2025	185.00
403887	GREATAMERICA FINANC	ECC APR25 POSTAGE M	5/5/2025	185.00
404277	UNIVERSITY LANGUAGE	GEN ED TRANSLATIONS	5/28/2025	184.90
403882	FRESHPOINT BIX PROD	HL KC SNACKS	5/5/2025	184.55
404027	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	5/14/2025	184.02
403946	CENTURYLINK	CV 04/10-05/09/25	5/14/2025	183.57
404210	CENTURYLINK	CC 05/01-05/31/25	5/28/2025	183.57
404210	CENTURYLINK	CS 05/01-05/31/25	5/28/2025	183.57
404210	CENTURYLINK	HL 05/01-05/31/25	5/28/2025	183.57
403882	FRESHPOINT BIX PROD	CS KC SNACKS	5/5/2025	183.43
404185	TITAN MACHINERY - S	SEAL	5/21/2025	182.80
V21110	EMILY KRISTINE WAAG	SCHOOL SUPPLIES	5/5/2025	181.69
403958	ESCREEN, INC.	APR25 DRIVER DOT TE	5/14/2025	180.00
404027	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	5/14/2025	180.00
404265	ROSAMARIA BOLDT	5/19 SPED INTERPRET	5/28/2025	180.00
404277	UNIVERSITY LANGUAGE	SPED TRANSLATIONS	5/28/2025	180.00
404277	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	5/28/2025	180.00
404031	1ST AYD CORPORATION	SILICONE	5/21/2025	176.64
403936	AMAZON CAPITAL SERV	ADMIN SUPPLIES	5/14/2025	175.47
404083	FRESHPOINT BIX PROD	CS KC SNACKS	5/21/2025	174.25
404222	FRESHPOINT BIX PROD	CS KC SNACKS	5/28/2025	173.40
V21120	AMY E FAIRWEATHER	MAR-APR25 PART B MI	5/14/2025	173.18
403964	GENERAL SECURITY SE	"CV-MONT,FIRE ALARM	5/14/2025	170.85
404012	ROBERT B HILL CO	WATER SOFTENER REPA	5/14/2025	170.00
404013	ROCKLER WOODWORKING	SHIPPING/HANDLING	5/14/2025	170.00
404155	REALLY GOOD STUFF L	GRADE 2 SUPPLIES	5/21/2025	170.00
404160	ROBERT B HILL CO	SERVICE CALL	5/21/2025	170.00
403999	OPENTEXT INC	APR25 FAX-2-MAIL SE	5/14/2025	165.91
403861	B&H PHOTO VIDEO	EPSON T324 PHOTO BL	5/5/2025	163.20
403861	B&H PHOTO VIDEO	EPSON T324 CYAN ULT	5/5/2025	163.20
404055	BUSINESS ESSENTIALS	8.5X11 CANARY QTY 3	5/21/2025	163.08
403973	I-STATE TRUCK CENTE	HEAD BOLT	5/14/2025	163.02
404051	BEN BRANDT	BLAX: BENILDE	5/21/2025	162.00
404107	JOE LABONNE	BLAX: MINNETONKA	5/21/2025	162.00
404108	JONATHAN HOLMES	BLAX: MINNETONKA	5/21/2025	162.00
404163	ROSS BROWER	BLAX: BENILDE	5/21/2025	162.00
404269	SITEONE LANDSCAPE S	BALL VALVE	5/28/2025	160.82
404089	GREATAMERICA FINANC	ECC MAY25 POSTAGE M	5/21/2025	159.00
404015	SCHOOL SPECIALTY, L	ART ROOM PAPER	5/14/2025	155.70
404222	FRESHPOINT BIX PROD	CN KC SNACKS	5/28/2025	155.48
404053	BENTON CAMPBELL	GLAX: WAYZATA	5/21/2025	154.00
404060	CHELSEA RAY	GHOCCY: MISSED GAM	5/21/2025	154.00
404074	DREW DEVORE	GLAX: MINNETONKA	5/21/2025	154.00
404100	JEFFREY MILLER	GLAX: LACROSSE	5/21/2025	154.00
404128	MICHAEL PAULSON	GLAX: LACROSSE	5/21/2025	154.00
404169	SCOTT REED	GLAX: LACROSSE	5/21/2025	154.00
404169	SCOTT REED	GLAX: WAYZATA	5/21/2025	154.00
404171	SHANE MCKINLAY	GLAX: CHASKA	5/21/2025	154.00
404208	CATALYST SOURCING S	ON DEMAND/FACILITIE	5/28/2025	153.35
V21113	GARY R AASEN	INDOOR TENNIS COURT	5/14/2025	153.00
404132	MIDWEST MUSICAL IMP	BAND SUPPLIES	5/21/2025	152.00
404103	JERRY'S FOODS EDINA	RECEPTION CAKES	5/21/2025	151.98
403995	NORMANDALE COMMUNIT	FALL '24 ADDTL EVP	5/14/2025	151.90
404182	NIXON COMPANY INC	CERTIFICATES	5/21/2025	150.50
403952	ECM PUBLISHERS INC	MAR 3 REG MINUTES	5/14/2025	150.00
V21156	JESSICA L LINK	BENCHMARK TPT SLIDE	5/21/2025	150.00
404244	MENARDS - EDEN PRAI	OIL	5/28/2025	149.97
404225	GOPHER STATE ONE-CA	APR25 BILLABLE TICK	5/28/2025	147.15
404083	FRESHPOINT BIX PROD	HL KC SNACKS	5/21/2025	146.43

Check No.	Vendor	Description	Date	Amount
403960	FRESHPOINT BIX PROD	CN KC SNACKS	5/14/2025	146.36
403903	MENARDS - EDEN PRAI	DOOR SWEEPS	5/5/2025	145.91
404004	POPP BINDING & LAMI	LAMINATE LF25500	5/14/2025	143.72
404010	RICHFIELD MINNOCO /	EQUIPMENT FUEL	5/14/2025	142.70
404240	LAKESHORE LEARNING	CLASSROOM SUPPLIES	5/28/2025	142.45
403931	WEST MUSIC COMPANY	MUSIC MALLETS	5/5/2025	141.95
V21140	KORY M SMITH	APR25 MILEAGE	5/14/2025	141.82
403858	AMAZON CAPITAL SERV	K SUPPLIES	5/5/2025	141.09
404166	SCHMITT MUSIC COMPA	BASS CLARINET REPAI	5/21/2025	141.00
404133	MINNESOTA CLAY CO U	CLAY FOR 5K	5/21/2025	140.27
404084	GAME ONE	COACHES APPAREL	5/21/2025	140.00
404084	GAME ONE	COACHES APPAREL	5/21/2025	140.00
403882	FRESHPOINT BIX PROD	CN KC SNACKS	5/5/2025	139.74
404132	MIDWEST MUSICAL IMP	BAND REPAIR ADDTL	5/21/2025	129.50
404224	GOPHER / PLAY WITH	BADMINTON RAQUETS	5/28/2025	129.24
404254	NCS PEARSON INC	SHIPPING/HANDLING	5/28/2025	129.01
404043	AMERICAN SCHOOL COU	MEMBERSHIP - J.B.	5/21/2025	129.00
403943	BUILDING CONTROLS &	AHU 2 - THERMISTOR	5/14/2025	128.84
404279	WEST MUSIC COMPANY	STUDIO 49 PL GLOCKE	5/28/2025	128.00
404244	MENARDS - EDEN PRAI	TIMER/HUB	5/28/2025	126.86
404011	RIVER BOTTOM PRODUC	MUSICAL RENTAL	5/14/2025	125.00
404179	SUZANNE MAGNUSON	5/14 THEATRE PHOTOG	5/21/2025	125.00
404188	TURNAROUND PERCUSSI	INSTRUMENT REPAIRS	5/21/2025	125.00
404183	THREE RIVERS PARK D	CS K-3 TRIP 2	5/21/2025	125.00
V21104	SHAUN P PAKENHAM	IPAD STORAGE	5/5/2025	124.97
404144	NORCOSTCO INC	MUSICAL TECH RENTAL	5/21/2025	124.90
403875	EDUCATORS BENEFIT C	ACT BASE FEE	5/5/2025	124.74
404205	BJOREM SPEECH PUBLI	SPEECH SKU 60104	5/28/2025	123.00
404222	FRESHPOINT BIX PROD	HL KC SNACKS	5/28/2025	120.85
404162	ROSAMARIA BOLDT	5/6 SPED TRANSLATIO	5/21/2025	120.00
404162	ROSAMARIA BOLDT	4/29 SPED TRANSLATI	5/21/2025	120.00
V21151	DORREN CHEN ERNY	BENCHMARK SLIDES CV	5/21/2025	120.00
403981	JW PEPPER & SON INC	BAND SUPPLIES	5/14/2025	119.99
403920	SCHMITT MUSIC COMPA	BAND REPAIR	5/5/2025	118.95
V21154	JAMES J HAWTHORNE	SNACKS FOR MUSICIAN	5/21/2025	118.82
404024	TEACHERS PAY TEACHE	CV KG BENCHMARK SLI	5/14/2025	118.80
404081	FACTORY MOTOR PARTS	GREASE	5/21/2025	118.20
V21124	AMBER L KLAPHAKE	MAR-APR25 MILEAGE	5/14/2025	117.39
403875	EDUCATORS BENEFIT C	ACT BASE FEE	5/5/2025	117.19
404240	LAKESHORE LEARNING	JUMBO PENCILS	5/28/2025	113.94
V21161	SANDRA L SCHMIDT	CAKE FOR SENIOR DEC	5/21/2025	113.87
404226	GRAYBAR ELECTRIC CO	LED DRIVER	5/28/2025	113.46
403953	EDINA GIVE & GO	ENROLL REFUND - D.J	5/14/2025	112.50
403953	EDINA GIVE & GO	ENROLL REFUND - F.J	5/14/2025	112.50
403953	EDINA GIVE & GO	ENROLL REFUND - A.T	5/14/2025	112.50
403936	AMAZON CAPITAL SERV	K SUPPLIES	5/14/2025	112.42
404270	STEPHEN PARTRIDGE	THE MINOANS	5/28/2025	112.00
404117	LAURSEN PIANO SERVI	PIANO TUNING	5/21/2025	111.00
403986	MENARDS - EDEN PRAI	MISC HARDWARE	5/14/2025	110.97
403920	SCHMITT MUSIC COMPA	BARI SAX REPAIR	5/5/2025	107.00
403881	FREESTYLE PHOTOGRAP	D-76 FILM DEVELOPER	5/5/2025	106.94
404067	CRAIG GRALAPP	BASEBALL: ST LOUIS	5/21/2025	105.00
404077	EDWARD HAGBERG JR	BASEBALL: BUFFALO	5/21/2025	105.00
404127	MICHAEL HUGHES	BASEBALL: MINNETONK	5/21/2025	105.00
404161	ROBERT BISSONETTE	BASEBALL: MPLS SW	5/21/2025	105.00
404170	SETH PUGH	BASEBALL: E PRAIRIE	5/21/2025	105.00
404184	TIMOTHY LITFIN	BASEBALL: E PRAIRIE	5/21/2025	105.00
404190	TYLER MIELKE	BASEBALL: BUFFALO	5/21/2025	105.00
404193	WILLIAM KOPPI	BASEBALL: ST LOUIS	5/21/2025	105.00
403920	SCHMITT MUSIC COMPA	BASSOON REPAIR	5/5/2025	104.00
V21128	CHERYL L PARISH	MAR25 PART B MILEAG	5/14/2025	103.60
404114	KULLY SUPPLY INC	2 FAUCET CARTRIDGE	5/21/2025	103.46
V21125	SHAWNEE L KRUEGER	3/3 MILEAGE	5/14/2025	102.90
404229	INNOVATIVE OFFICE S	EASEL PADS/FLIP CHA	5/28/2025	102.24
403893	ITSAVVY LLC	SCREEN DEDUCTIBLES	5/5/2025	100.00

Check No.	Vendor	Description	Date	Amount
403974	ITSAVVY LLC	SCREEN DEDUCTIBLES	5/14/2025	100.00
404063	CLOQUET HIGH SCHOOL	BAND PROJECT CONTR	5/21/2025	100.00
403986	MENARDS - EDEN PRAI	GROUND STAKES	5/14/2025	99.50
V21145	ANNE C WELLS	MAR-APR25 PART B MI	5/14/2025	98.14
403988	METRO SALES INC	MAY25 ATHL COPIER	5/14/2025	98.00
404244	MENARDS - EDEN PRAI	TSCHIDA SUPPLIES	5/28/2025	97.97
V21130	MATTHEW J PEARSON	BATTERIES FOR MUSIC	5/14/2025	95.94
V21155	MARGO WARD HENKE	BADMINTON SUPPLIES	5/21/2025	95.34
404061	CHRISTOPHER OVERLIE	SOFTBALL: BUFFALO	5/21/2025	95.00
404097	JAMES HOLT JR	SOFTBALL: BUFFALO	5/21/2025	95.00
404158	RICK SHOMION	SOFTBALL: E PRAIRIE	5/21/2025	95.00
404187	TREVOR BUSBY	BLAX: MINNETONKA	5/21/2025	95.00
403932	WILD RUMPUS BOOK ST	BOOKS FOR CC DONATI	5/5/2025	94.02
403944	CAROLINA BIOLOGICAL	BUTTERFLY LARVA	5/14/2025	93.75
404106	JESSIE HEUSINKVELD	GLAX: WAYZATA	5/21/2025	93.00
404279	WEST MUSIC COMPANY	BEAR PAW CREEK STRE	5/28/2025	93.00
404102	JERRY'S FOODS EDINA	OFFICE FOOD	5/21/2025	92.73
V21128	CHERYL L PARISH	APR25 PART B MILEAG	5/14/2025	92.47
403899	JW PEPPER & SON INC	BAND SUPPLIES	5/5/2025	90.00
403921	SOUTHPAW ENTERPRISE	SHIPPING/HANDLING	5/5/2025	90.00
404027	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	5/14/2025	90.00
404277	UNIVERSITY LANGUAGE	SPED TRANSLATION	5/28/2025	90.00
404277	UNIVERSITY LANGUAGE	SPED TRANSLATIONS	5/28/2025	90.00
V21129	SAMUEL T PAULISON	PIPELINE GRANT: BOO	5/14/2025	90.00
404086	GRAINGER	FLOOR BOX COVER	5/21/2025	89.78
404090	GROTH MUSIC COMPANY	BAND MUSIC	5/21/2025	88.00
404172	SHRED RIGHT	EHS - SHREDDING	5/21/2025	86.26
V21112	MERT T WOODARD	AGA CGFM RENEWAL	5/5/2025	85.00
V21122	TIFFANY P GANT	MAR-APR25 MILEAGE	5/14/2025	84.56
V21138	YATESH N SINGH	GAS FOR SUBURBAN	5/14/2025	84.02
403938	ARCON SOLUTIONS INC	ELC STAFF APPAREL	5/14/2025	83.69
403878	ELLEN SMITH	MAILBOX REIMB	5/5/2025	83.11
404028	WILD RUMPUS BOOK ST	BOOKS FOR HL (DONAT	5/14/2025	83.00
V21107	NICOLE R SWOBODA	MAR-APR25 MILEAGE	5/5/2025	81.48
403926	T-MOBILE	ECC MAINT - APR25	5/5/2025	81.28
V21158	SUSAN PHETSAMONE	AWARD CEREMONY COFF	5/21/2025	81.00
404210	CENTURYLINK	DO 05/01-05/31/25	5/28/2025	80.52
404039	ALEXANDRA PALM	SYNCH SWIM: WAYZATA	5/21/2025	80.00
404044	AMY VELSOR	SYNCH SWIM: WAYZATA	5/21/2025	80.00
404047	ASHLEY HAMMER	SYNCH SWIM: WAYZATA	5/21/2025	80.00
404057	CANDACE MEARS	SYNCH SWIM: WAYZATA	5/21/2025	80.00
404071	DANIELLE SHUPE	SYNCH SWIM: WAYZATA	5/21/2025	80.00
404110	KARI CHRISTIANSON	SYNCH SWIM: WAYZATA	5/21/2025	80.00
404116	LAURA JOHNSON	SYNCH SWIM: WAYZATA	5/21/2025	80.00
404157	REYNE KURPIERS	SYNCH SWIM: WAYZATA	5/21/2025	80.00
404176	STEPHANIE PROPER	SYNCH SWIM: WAYZATA	5/21/2025	80.00
403936	AMAZON CAPITAL SERV	GRD 1 INSTRUCTIONAL	5/14/2025	79.46
403949	CUSTOM HOSE TECH IN	ELBOWS	5/14/2025	76.68
403998	ODP BUSINESS SOLUTI	GRD 5 SUPPLIES	5/14/2025	75.85
404138	THE MUSIC MART	FRENCH HORN REPAIR	5/21/2025	75.50
403952	ECM PUBLISHERS INC	MAR 18 WS MINUTES	5/14/2025	75.00
V21105	DEBORAH M PEKAREK	CLASSROOM BOOKS	5/5/2025	75.00
403903	MENARDS - EDEN PRAI	CLOCK BATTERIES	5/5/2025	74.85
404237	JW PEPPER & SON INC	BAND MUSIC	5/28/2025	74.80
V21135	SANDRA L SCHMIDT	CAKE DAY SUPPLIES	5/14/2025	73.95
404102	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	5/21/2025	73.94
404144	NORCOSTCO INC	GAFF TAPE	5/21/2025	73.80
403915	PUMP IT UP - EDEN P	5/1 FIELD TRIP BALA	5/5/2025	73.64
403964	GENERAL SECURITY SE	"BUS-INTR MONITOR,	5/14/2025	72.00
V21157	KARI L OPATZ-KARWOS	CLASSROOM SUPPLIES	5/21/2025	71.41
404102	JERRY'S FOODS EDINA	OFFICE FOOD	5/21/2025	70.92
403984	LRS PORTABLES LLC	ECC UNIT 04/04-05/0	5/14/2025	70.00
V21178	JENNIFER E HARRITS	DONUTS	5/28/2025	70.00
V21163	EMESE B DREW	LATIN CEREMONY AWAR	5/21/2025	69.95
404244	MENARDS - EDEN PRAI	SAND FOR TRACK	5/28/2025	69.60

Check No.	Vendor	Description	Date	Amount
404244	MENARDS - EDEN PRAI	SAND FOR TRACK	5/28/2025	69.60
404123	MCEA	VIRTUAL CONF: E.H.	5/21/2025	69.00
404125	MENARDS - EDEN PRAI	"ZIPE TIES, TAPE, G	5/21/2025	68.78
403936	AMAZON CAPITAL SERV	GRADE 2 SUPPLIES	5/14/2025	68.77
403952	ECM PUBLISHERS INC	MAR 3 WS MINUTES	5/14/2025	68.75
404103	JERRY'S FOODS EDINA	COMM EVENTS 5/1 & 5	5/21/2025	68.67
404210	CENTURYLINK	VV 04/28-05/27/25	5/28/2025	68.18
404138	THE MUSIC MART	BASS CLARINET REPAI	5/21/2025	67.50
404066	CONTINENTAL CLAY	SHIPPING/HANDLING	5/21/2025	67.10
404109	JOSH BENSON	BLAX: MINNETONKA	5/21/2025	67.00
404102	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	5/21/2025	66.94
403946	CENTURYLINK	CC 04/19-05/18/25	5/14/2025	66.78
403883	GENERAL PARTS LLC	GASKET	5/5/2025	66.34
404103	JERRY'S FOODS EDINA	CORE PLANNING BKFT	5/21/2025	65.17
404239	KINECT ENERGY, INC	ND - APR25 SERVICE	5/28/2025	65.17
403921	SOUTHPAW ENTERPRISE	REPLACEMENT BANDS	5/5/2025	65.00
404119	MACKENZIE NILSEN	BVBALL: ROOSEVELT	5/21/2025	65.00
404151	PREMIUM WATERS INC	WATER FOR DMTS	5/21/2025	64.74
404224	GOPHER / PLAY WITH	RAINBOW NOWNETS 6/S	5/28/2025	63.00
403952	ECM PUBLISHERS INC	MAR 5 SPEC MINUTES	5/14/2025	62.50
403984	LRS PORTABLES LLC	EHS UNIT 04/07-05/0	5/14/2025	62.50
404199	AMAZON CAPITAL SERV	MODULES	5/28/2025	61.76
V21155	MARGO WARD HENKE	BADMINTON SUPPLIES	5/21/2025	61.13
404100	JEFFREY MILLER	GLAX: WAYZATA	5/21/2025	61.00
404143	NEIL ANDRASCHKO	GLAX: MINNETONKA	5/21/2025	61.00
404192	WILLIAM DONOVAN	GLAX: LACROSSE	5/21/2025	61.00
404194	ZOE ANDERSON	GLAX: MINNETONKA	5/21/2025	61.00
V21133	TIMOTHY J RONHOVDE	APR25 MILEAGE	5/14/2025	60.97
403927	TRANSPORTATION PLUS	DEC24 TRANSPORT	5/5/2025	60.00
404121	MASBO	LEVY CERTIFICAITON	5/21/2025	60.00
404235	JESSEN PRESS INC	BUSINESS CARDS: B.D	5/28/2025	60.00
404235	JESSEN PRESS INC	BUSINESS CARDS: B.D	5/28/2025	60.00
404022	SUSAN HUFF	STUDCO FLEX EVENT R	5/14/2025	59.96
V21095	GRACE E BUCHHOLZ	LAB CHEMICAL SUPPLI	5/5/2025	59.31
404224	GOPHER / PLAY WITH	PREMIER BASES BLUE	5/28/2025	58.15
V21129	SAMUEL T PAULISON	PIPELINE GRANT: BOO	5/14/2025	55.98
403909	ODP BUSINESS SOLUTI	K INSTRUCTIONAL	5/5/2025	54.74
404234	JERRY'S HARDWARE	TSCHIDA SUPPLIES	5/28/2025	54.29
404224	GOPHER / PLAY WITH	RAINBOW FOAM RINGS	5/28/2025	53.95
V21159	DEBRA K RICHARDS	APR25 MILEAGE	5/21/2025	52.36
403998	ODP BUSINESS SOLUTI	GRD 5 SUPPLIES	5/14/2025	51.98
403861	B&H PHOTO VIDEO	SAVAGE #20 BLACK SE	5/5/2025	50.99
404148	ODP BUSINESS SOLUTI	GRD 2 INSTRUCTIONAL	5/21/2025	50.86
403926	T-MOBILE	CN MAINT - APR25	5/5/2025	50.85
V21182	RYAN M ROEMEN	FRUIT LAB SUPPLIES	5/28/2025	50.08
404267	SALIMOVA KAMOLA	FIELD TRIP REFUND -	5/28/2025	50.00
404267	SALIMOVA KAMOLA	FIELD TRIP REFUND -	5/28/2025	50.00
403976	JERRY'S FOODS EDINA	CORE PLANNING BKFT	5/14/2025	49.16
403985	MCEA	MCEA TRAINING WEBIN	5/14/2025	49.00
404229	INNOVATIVE OFFICE S	MANILA FOLDERS 100/	5/28/2025	48.60
V21114	STEPHANIE B BLACHOW	STUDENT COUNCIL SNA	5/14/2025	48.58
403857	ADVANCED IMAGING SO	BUS GARAGE 03/25	5/5/2025	47.55
404102	JERRY'S FOODS EDINA	OFFICE FOOD	5/21/2025	47.53
404166	SCHMITT MUSIC COMPA	CORNET REPAIR	5/21/2025	47.00
V21116	LISA J HOFF BURNHAM	INTERN END OF YEAR	5/14/2025	46.94
403878	ELLEN SMITH	MAILBOX # REIMB	5/5/2025	46.82
403968	HOGLUND BUS COMPANY	TUBE	5/14/2025	46.73
V21102	BETHANY A MOHS	APR25 MILEAGE	5/5/2025	46.62
403986	MENARDS - EDEN PRAI	GFCI OUTLET REPL	5/14/2025	46.49
404001	PAR INC	12024-IC BRIEF2 SPA	5/14/2025	45.00
404085	GENERAL SECURITY SE	EHS-APR25 PATROL RE	5/21/2025	45.00
404085	GENERAL SECURITY SE	HL-APR25 PATROL RES	5/21/2025	45.00
404096	JACK HANSON	GTRACK: EDINA INVIT	5/21/2025	45.00
404119	MACKENZIE NILSEN	BVBALL: MINNETONKA	5/21/2025	45.00
403986	MENARDS - EDEN PRAI	BROOM / DUST PAN	5/14/2025	44.76

Check No.	Vendor	Description	Date	Amount
404166	SCHMITT MUSIC COMPA	BAND REPAIR	5/21/2025	44.00
403899	JW PEPPER & SON INC	BAND SUPPLIES	5/5/2025	43.99
V21099	ANGELA K HRUBY	APR25 MILEAGE	5/5/2025	43.75
V21096	JESUS ROGELIO CHAVE	APR25 MILEAGE	5/5/2025	43.68
403933	WPS - WESTERN PSYCH	SHIPPING/HANDLING	5/5/2025	42.90
403926	T-MOBILE	ATHLETICS - APR25	5/5/2025	42.48
404269	SITEONE LANDSCAPE S	SPRAY PAINT	5/28/2025	42.17
V21116	LISA J HOFF BURNHAM	INTERN END OF YEAR	5/14/2025	42.00
404219	EDITH MANCINI	BEGINNER INVERSIONS	5/28/2025	42.00
404279	WEST MUSIC COMPANY	TYCOON HIGH PITCH R	5/28/2025	41.52
V21129	SAMUEL T PAULISON	PIPELINE GRANT: BOO	5/14/2025	40.99
V21131	DEBRA K RICHARDS	MAR25 MILEAGE	5/14/2025	40.95
403916	REALLY GOOD STUFF L	K INSTRUCTIONAL	5/5/2025	40.93
V21127	ALLISON E OSBERG	SATURDAY SKILLSHARE	5/14/2025	40.50
403964	GENERAL SECURITY SE	ECC-MAY25 INTR MONI	5/14/2025	40.08
403964	GENERAL SECURITY SE	ECC-APR25 INTR MONI	5/14/2025	40.08
403964	GENERAL SECURITY SE	CV-MAY25 INTR MONIT	5/14/2025	40.08
403964	GENERAL SECURITY SE	HL-MAY25 INTR MONIT	5/14/2025	40.08
403964	GENERAL SECURITY SE	SV-MAY25 INTR MONIT	5/14/2025	40.08
403964	GENERAL SECURITY SE	VV-MAY25 INTR MONIT	5/14/2025	40.08
403964	GENERAL SECURITY SE	CN-MAY25 INTR MONIT	5/14/2025	40.08
403964	GENERAL SECURITY SE	CC-MAY25 INTR MONIT	5/14/2025	40.08
403964	GENERAL SECURITY SE	EHS-MAY25 INTR MONI	5/14/2025	40.08
404113	KRISTINA BOHRER	BVBALL: WASHBURN	5/21/2025	40.00
404279	WEST MUSIC COMPANY	WESTCO 12' PARACHUT	5/28/2025	39.95
V21098	ERICA S GARDNER	MUSICAL SUPPLIES	5/5/2025	39.95
404244	MENARDS - EDEN PRAI	J BEND	5/28/2025	39.44
404152	PREMIUM WATERS INC	MAY25 HOT/COLD WATE	5/21/2025	38.95
404102	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	5/21/2025	38.61
404221	FINKEN WATER INC	VV - WATER	5/28/2025	38.20
V21100	HEATHER A LARSON	MAR25 MILEAGE	5/5/2025	38.08
403926	T-MOBILE	CS MAINT - APR25	5/5/2025	37.60
403926	T-MOBILE	CV MAINT - APR25	5/5/2025	37.60
403926	T-MOBILE	CC MAINT - APR25	5/5/2025	37.60
403926	T-MOBILE	ECSE - APR25	5/5/2025	36.82
403926	T-MOBILE	DMTS - APR25	5/5/2025	36.75
404006	PREMIUM WATERS INC	WATER FOR DMTS	5/14/2025	36.24
403964	GENERAL SECURITY SE	"CS-MONT, FIRE ALAR	5/14/2025	36.00
403964	GENERAL SECURITY SE	"HL-MONT, FIRE ALAR	5/14/2025	36.00
403964	GENERAL SECURITY SE	"ECC-MONT, FIRE ALA	5/14/2025	36.00
403964	GENERAL SECURITY SE	"EHS-MONT, FIRE ALA	5/14/2025	36.00
403964	GENERAL SECURITY SE	"CN-MONT, FIRE ALAR	5/14/2025	36.00
403964	GENERAL SECURITY SE	"SV-MONT, FIRE ALAR	5/14/2025	36.00
V21190	ROSEMARY C RINK	LEARNER CELEBRATION	5/28/2025	36.00
403874	EDINA GIVE & GO	COOKING CLASS REFUN	5/5/2025	36.00
403861	B&H PHOTO VIDEO	IMPACT HEAVY-DUTY 9	5/5/2025	35.96
404085	GENERAL SECURITY SE	SV-APR25 PATROL RES	5/21/2025	35.00
404085	GENERAL SECURITY SE	BUS-APR25 PATROL RE	5/21/2025	35.00
404085	GENERAL SECURITY SE	ECC-APR25 PATROL RE	5/21/2025	35.00
404224	GOPHER / PLAY WITH	INTRO SPORT VOLLEYB	5/28/2025	34.82
403981	JW PEPPER & SON INC	CHOIR MUSIC	5/14/2025	34.50
V21103	TRENT J OSTMAN	MAR-APR25 MILEAGE	5/5/2025	34.30
403936	AMAZON CAPITAL SERV	ADMIN SUPPLIES	5/14/2025	33.50
V21144	KATE TROSKEY	MAR-APR25 PART B MI	5/14/2025	33.18
404014	SCHMITT MUSIC COMPA	BARITONE REPAIR	5/14/2025	33.00
404279	WEST MUSIC COMPANY	BASIC BEAT BB542 CR	5/28/2025	33.00
V21155	MARGO WARD HENKE	BADMINTON BRACKETS	5/21/2025	32.40
404212	CITY OF EDINA - PAR	MOBILE FOOD UNIT FE	5/28/2025	32.00
V21117	HANNAH CHRISTIANSON	APR25 MILEAGE	5/14/2025	31.50
404224	GOPHER / PLAY WITH	TEAM WRIST BANDS YE	5/28/2025	31.27
403981	JW PEPPER & SON INC	CHOIR MUSIC	5/14/2025	31.10
403944	CAROLINA BIOLOGICAL	SHIPPING/HANDLING	5/14/2025	30.95
404222	FRESHPOINT BIX PROD	CC KC SNACKS	5/28/2025	30.20
404279	WEST MUSIC COMPANY	SHIPPING/HANDLING	5/28/2025	30.19
V21148	SARAH J BURGESS	CT LEAD MTG DONUTS	5/21/2025	30.04

Check No.	Vendor	Description	Date	Amount
404186	TRANSPORTATION PLUS	APR25 TRANSPORT	5/21/2025	30.00
V21115	JULIE A BLOCK	COLLEGE BOOK/RESOUR	5/14/2025	30.00
403966	GROTH MUSIC COMPANY	ORCHESTRA SUPPLIES	5/14/2025	29.99
404102	JERRY'S FOODS EDINA	OFFICE FOOD	5/21/2025	29.99
404125	MENARDS - EDEN PRAI	METAL SPRINKLER	5/21/2025	29.99
V21157	KARI L OPATZ-KARWOS	4/28 MILEAGE	5/21/2025	29.40
V21155	MARGO WARD HENKE	BADMINTON SUPPLIES	5/21/2025	29.16
403977	JERRY'S HARDWARE	DRAIN CLEANER	5/14/2025	28.78
404166	SCHMITT MUSIC COMPA	CLARINET REPAIR	5/21/2025	28.00
V21163	EMESE B DREW	LATIN CEREMONY AWAR	5/21/2025	27.50
403920	SCHMITT MUSIC COMPA	PICCOLO REPAIR	5/5/2025	27.00
V21111	MEGAN A WILLIAMS	APR25 MILEAGE	5/5/2025	26.95
404215	CUSTOM HOSE TECH IN	FITTINGS	5/28/2025	25.94
403968	HOGLUND BUS COMPANY	SENSOR	5/14/2025	25.84
V21106	BLAKE A PLOMBON	APR25 MILEAGE	5/5/2025	25.69
V21121	TAMARA K FORBY	APR25 MILEAGE	5/14/2025	25.55
403926	T-MOBILE	CC KC - APR25	5/5/2025	25.30
403926	T-MOBILE	CN KC - APR25	5/5/2025	25.30
403926	T-MOBILE	CS KC - APR25	5/5/2025	25.30
403926	T-MOBILE	HL KC - APR25	5/5/2025	25.30
403926	T-MOBILE	ND KC - APR25	5/5/2025	25.30
403926	T-MOBILE	CV KC - APR25	5/5/2025	25.30
403923	SPS WORKS	ENGRAVED PLATE - B.	5/5/2025	25.25
403873	EDINA CHAMBER OF CO	SUNRISE EDINA: D.E.	5/5/2025	25.00
403873	EDINA CHAMBER OF CO	SUNRISE EDINA: J.M.	5/5/2025	25.00
403966	GROTH MUSIC COMPANY	BAND SUPPLIES	5/14/2025	24.95
404124	MEGAN ROTH	LUNCH ACCT REFUND	5/21/2025	24.70
V21153	ALEXANDER J HATTSTR	4/14-5/12 MILEAGE	5/21/2025	24.43
404076	EDINA GIVE & GO	MAY15 CONTRIBUTIONS	5/21/2025	24.00
V21148	SARAH J BURGESS	CT LEADS MTG DONUTS	5/21/2025	24.00
403959	FINKEN WATER INC	VV WATER	5/14/2025	23.70
V21123	THOMAS J JOHNSTON	APR25 MILEAGE	5/14/2025	22.68
V21187	KARI L OPATZ-KARWOS	5/22 MILEAGE	5/28/2025	22.40
403926	T-MOBILE	B&G - APR25	5/5/2025	22.32
404236	JH LARSON COMPANY	T-5 LIGHT BULBS	5/28/2025	22.10
403926	T-MOBILE	SV MAINT - APR25	5/5/2025	21.37
403926	T-MOBILE	BUS - APR25	5/5/2025	21.37
403926	T-MOBILE	VV MAINT - APR25	5/5/2025	21.37
403936	AMAZON CAPITAL SERV	K INSTRUCTIONAL	5/14/2025	21.29
404224	GOPHER / PLAY WITH	GRIPPER FOOTBALL	5/28/2025	20.65
404098	JAMES STANFIELD & C	SHIPPING/HANDLING	5/21/2025	20.00
403986	MENARDS - EDEN PRAI	CV - FRIDGE DISPOSA	5/14/2025	19.99
V21118	BLANCA E DIAZ DE LE	SV LUNCH GROUP SNAC	5/14/2025	19.89
403971	INNOVATIVE OFFICE S	NAME PLATE: A.O.	5/14/2025	19.19
403886	GRAINGER	DRIVE BELTS	5/5/2025	19.16
V21109	SHAUNA M TALLEY	4/25 MILEAGE	5/5/2025	18.90
404017	SHRED RIGHT	HL - SHREDDING	5/14/2025	18.85
V21108	ROLLAND T TALAN	APR25 MILEAGE	5/5/2025	18.62
403964	GENERAL SECURITY SE	CS-MAY25 INTR MONIT	5/14/2025	17.95
404168	SCHOOL SPECIALTY, L	PAINT YELLOW OCHRE	5/21/2025	17.67
404224	GOPHER / PLAY WITH	JUGGLING CUBES 3/SE	5/28/2025	17.05
V21101	KENDAL C MASICA	MYSTERY SCIENCE SUP	5/5/2025	16.50
V21149	STEPHANIE ANN EICHE	VIBE K SUPPLIES	5/21/2025	16.46
404251	MRI SOFTWARE LLC	APR25 BKGD CHK: HOS	5/28/2025	16.00
V21102	BETHANY A MOHS	APR25 MILEAGE	5/5/2025	15.96
404224	GOPHER / PLAY WITH	SHIPPING/HANDLING	5/28/2025	14.99
403858	AMAZON CAPITAL SERV	K INSTRUCTIONAL	5/5/2025	14.86
V21137	MARY C L SCHOEB	SCIENCE FRUITS FOR	5/14/2025	14.51
V21160	ALLISON M RONGLIEN	LAB SUPPLIES	5/21/2025	14.19
V21122	TIFFANY P GANT	MAR-APR25 MILEAGE	5/14/2025	14.14
404155	REALLY GOOD STUFF L	SHIPPING/HANDLING	5/21/2025	13.95
V21153	ALEXANDER J HATTSTR	4/17 MILEAGE	5/21/2025	13.72
403977	JERRY'S HARDWARE	MUSICAL SUPPLIES	5/14/2025	13.16
V21196	LIBBY T TIKALSKY	APR25 MILEAGE	5/28/2025	13.09
V21155	MARGO WARD HENKE	CUSTOM SIGN TROPHY	5/21/2025	12.60

Check No.	Vendor	Description	Date	Amount
404115	LAKESHORE LEARNING	MASTERING PLACE VAL	5/21/2025	12.34
404115	LAKESHORE LEARNING	MASTERING FRACTIONS	5/21/2025	12.34
404115	LAKESHORE LEARNING	MASTERING MULTIPLIC	5/21/2025	12.34
V21142	JACQUELINE STEFFENH	FEB-APR25 MILEAGE	5/14/2025	12.32
403912	PREMIUM WATERS INC	MAY25 COOLER RENTAL	5/5/2025	12.00
403993	MINNESOTA HISTORICA	HISTORY DAY REGIONA	5/14/2025	12.00
403899	JW PEPPER & SON INC	BAND SUPPLIES	5/5/2025	11.95
404066	CONTINENTAL CLAY	PALLET	5/21/2025	11.50
403986	MENARDS - EDEN PRAI	MULCH	5/14/2025	11.48
V21166	BLANCA E DIAZ DE LE	SV LUNCH GROUP SNAC	5/28/2025	10.99
V21155	MARGO WARD HENKE	BADMINTON BRACKETS	5/21/2025	10.80
404229	INNOVATIVE OFFICE S	PAPER 11X17 20LB	5/28/2025	10.78
V21132	CAYLA R ROBERTS	APR25 MILEAGE	5/14/2025	10.50
404020	SPS COMPANIES INC	EHS - LEVER DRAIN W	5/14/2025	10.37
403921	SOUTHPAW ENTERPRISE	SHIPPING/HANDLING	5/5/2025	10.00
V21126	BAILLIE MORGAN NASH	MASBO PARKING	5/14/2025	10.00
V21198	DANA A WEILAND	MURIATIC ACID LAB S	5/28/2025	9.99
404229	INNOVATIVE OFFICE S	CS 8.5X11 100LB	5/28/2025	9.86
404166	SCHMITT MUSIC COMPA	BAND SUPPLIES	5/21/2025	9.59
403885	GOPHER / PLAY WITH	INFLATOR PART REPL	5/5/2025	9.49
404104	JERRY'S HARDWARE	PLUMBING	5/21/2025	9.44
403889	INNOVATIVE OFFICE S	PAPER CLIPS JUMBO	5/5/2025	9.36
V21097	BENJAMIN J FLEMING	APR25 MILEAGE	5/5/2025	9.24
403926	T-MOBILE	EHS MAINT - APR25	5/5/2025	9.07
403926	T-MOBILE	HL MAINT - APR25	5/5/2025	9.07
404103	JERRY'S FOODS EDINA	WATER FOR BRD MTGS	5/21/2025	8.98
404224	GOPHER / PLAY WITH	REMARKABALL SOFTBAL	5/28/2025	8.68
V21187	KARI L OPATZ-KARWOS	5/12 MILEAGE	5/28/2025	7.84
V21187	KARI L OPATZ-KARWOS	5/13 MILEAGE	5/28/2025	7.84
V21152	BENJAMIN J FLEMING	5/2-5/13 MILEAGE	5/21/2025	7.70
403897	JERRY'S HARDWARE	SCREWS	5/5/2025	7.64
V21119	VALERIE D EVANS	MASBO CONF SNACK	5/14/2025	7.36
404234	JERRY'S HARDWARE	TSCHIDA SUPPLIES	5/28/2025	7.13
403977	JERRY'S HARDWARE	MUSICAL SUPPLIES	5/14/2025	6.58
403977	JERRY'S HARDWARE	FCT CONNECTOR	5/14/2025	6.29
404224	GOPHER / PLAY WITH	TEAM WRISTBANDS PUR	5/28/2025	6.25
V21196	LIBBY T TIKALSKY	4/21 MILEAGE	5/28/2025	5.60
403864	BDI	AHU #2 PARTS	5/5/2025	5.20
V21126	BAILLIE MORGAN NASH	MASBO PARKING	5/14/2025	3.00
403889	INNOVATIVE OFFICE S	PAPER CLIPS	5/5/2025	2.89
V21117	HANNAH CHRISTIANSON	4/14 MILEAGE	5/14/2025	2.59
V21100	HEATHER A LARSON	MAR25 MILEAGE	5/5/2025	2.10
403889	INNOVATIVE OFFICE S	STAPLES	5/5/2025	0.70
403944	CAROLINA BIOLOGICAL	CREDIT ON ACCT	5/14/2025	(24.13)
403214	MN DEPARTMENT OF PU	ECC - HAZARD MATERI	3/19/2025	(25.00)
403214	MN DEPARTMENT OF PU	EHS - HAZARD MATERI	3/19/2025	(25.00)
403214	MN DEPARTMENT OF PU	SV - HAZARD MATERIA	3/19/2025	(25.00)
403214	MN DEPARTMENT OF PU	BUS - HAZARD MATERI	3/19/2025	(25.00)
403214	MN DEPARTMENT OF PU	VV - HAZARD MATERIA	3/19/2025	(25.00)
403214	MN DEPARTMENT OF PU	EHS - HAZARD CHEMIC	3/19/2025	(25.00)
403214	MN DEPARTMENT OF PU	SV - HAZARD CHEMICA	3/19/2025	(25.00)
403214	MN DEPARTMENT OF PU	TRAN - HAZARD CHEMI	3/19/2025	(25.00)
403214	MN DEPARTMENT OF PU	VV - HAZARD CHEMICA	3/19/2025	(100.00)
403931	WEST MUSIC COMPANY	MUSIC MALLETS	5/5/2025	(141.95)
404081	FACTORY MOTOR PARTS	RETURN	5/21/2025	(165.20)
404081	FACTORY MOTOR PARTS	CORE RETURN	5/21/2025	(186.80)
401445	JOMSVIKINGS PROTECT	10/25 SECTION FOOTB	11/20/2024	(600.00)

Total Value of Checks Issued \$ 4,323,840.98

V.F. Electronic Fund Transfers - May 2025



Board Meeting Date: 6/9/2025

Title: Electronic Fund Transfers – May 2025

Type: Consent

Presenter(s): Mert Woodard - Director, Finance & Operations

Background: Minn. Stat. § 471.38 requires a list of all transactions made by electronic funds transfer be submitted to the Board of Education at the next Regular Meeting after the transaction.

Recommendation: Authorize the electronic fund transfers as presented for the month of May 2025, in the amount of \$12,830,761.

Desired Outcomes from the Board: Compliance with Minn. Stat. § 471.38 Subd. 3a.

Attachment(s):

1. Electronic Fund Transfers – May 2025

Electronic Transfers

FOR THE MONTH ENDED MAY 31, 2025

<u>From</u>	<u>To</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
US Bank - Checking	US Bank - Payroll	District Payroll	5/1/2025	\$ 2,702,982.07
US Bank - Checking	Benefit Extras	Flex & HSA	5/15/2025	10,165.76
US Bank - Checking	EME	Union Dues	5/15/2025	43,289.14
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	5/15/2025	935,123.95
US Bank - Checking	Minnesota Department of Revenue	State Payroll Tax	5/15/2025	164,254.42
US Bank - Checking	US Bank - Payroll	District Payroll	5/15/2025	2,634,745.60
US Bank - Checking	Various	Payroll Vendors	5/15/2025	33,598.34
US Bank - Checking	Various	Service Fees	5/15/2025	34,299.26
US Bank - Checking	West Metro Credit Union	District Payroll, Dues, Etc.	5/15/2025	39,080.17
US Bank - Checking	Minnesota Public Employers Retirement Association	Contributions	5/16/2025	644,772.72
US Bank - Checking	Delta Dental	Dental Claims	5/27/2025	15,939.58
US Bank - Checking	US Bank	ONE CARD	5/28/2025	201,645.16
US Bank - Checking	Aviben	Retirement Contributions	5/29/2025	221,897.46
US Bank - Checking	Benefit Extras	Flex & HSA	5/29/2025	123,368.20
US Bank - Checking	EME	Union Dues	5/29/2025	27,240.58
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	5/29/2025	1,007,590.77
US Bank - Checking	Minnesota Public Employers Retirement Association	Contributions	5/29/2025	673,138.85
US Bank - Checking	West Metro Credit Union	District Payroll, Dues, Etc.	5/29/2025	38,786.66
US Bank - Checking	Minnesota Department of Revenue	State Payroll Tax	5/30/2025	178,661.51
US Bank - Checking	US Bank - Payroll	District Payroll	5/30/2025	2,782,339.03
US Bank - Checking	Various	Payroll Vendors	5/30/2025	15,870.91
US Bank - Checking	Delta Dental	Dental Claims	5/5/2025	21,122.51
US Bank - Checking	Delta Dental	Dental Claims	5/13/2025	15,644.56
US Bank - Checking	Delta Dental	Dental Claims	5/13/2025	3,269.52
US Bank - Checking	Aviben	Retirement Contributions	5/16/2025	223,121.84
US Bank - Checking	Delta Dental	Dental Claims	5/19/2025	16,098.00
US Bank - Checking	Minnesota Department of Revenue	Sales & Use Tax	5/29/2025	18,195.27
US Bank - Checking	Delta Dental	Dental Claims	5/21/2025	4,518.75
Total of Electronic Fund Transfers				\$ 12,830,760.59

V.G. Gifts and Bequests - May 2025



Board Meeting Date: 6/9/2025

Title: Gifts and Bequests – May 2025

Type: Consent

Presenter(s): Mert Woodard – Director, Finance & Operations

Description: The enclosed report describes gifts and bequests made to the District during the month of May 2025.

Recommendation: Accept with appreciation gifts and bequests made to the District in the amount of \$189,407.

Desired Outcomes from the Board: Compliance with District Policy 709 and Minn. Stat. § 123B.02, Subd. 6.

Attachments:

1. Gifts & Bequests – May 2025

Gifts & Bequests

FOR THE MONTH ENDED MAY 31, 2025

Donated By	To	Purpose	Amount
Parents	Edina High School	STAMP Test, SPED bowling	\$ 856.00
Highlands Elementary PTO	Highlands Elementary	General	532.70
Boosters	Edina High School	Boys golf donation	2,878.75
Boosters	Edina High School	Girls golf donation	2,878.75
Concord PTO	Concord Elementary	Concord field trip account	1,386.84
Concord Elementary PTO	Concord Elementary	General	200.88
Blackbaud Giving Foundation	Concord Elementary	General	50.00
Blackbaud Giving Foundation	Concord Elementary	General	215.00
Highlands Elementary PTO	Highlands Elementary	General	395.38
Edina Ed Fund	Teaching & Learning	Literacy	84,431.56
Normandale Elementary PTO	Normandale Elementary	General	3,815.35
Highlands Elementary PTO	Highlands Elementary	General	743.83
Costco	Community Ed	General	100.00
Parents	Highlands Elementary	General	100.00
Blackbaud giving fund	Edina High School	General	1.80
Parents	Edina High School	General	199.00
Conseil Family	South View Middle School	Unified Programing	200.00
Blackbaud Giving Fund	Normandale Elementary	General donation	30.00
Box Tops	Normandale Elementary	General donation	22.20
Edina Athletic Booster club	Edina High School	Tennis Coach	2,303.00
Parents	Edina High School	Quiz Bowl	771.00
Normandale PTO	Normandale Elementary	General	1,808.00
Normandale PTO	Normandale	French Interns	66,572.50
Normandale PTO	Normandale	French Interns	17,738.89
Highlands PTO	Highlands	General	735.26
Valley View PTO	Valley View Library	Books	440.00

Total Cash Donations \$ 189,406.69

Total In-Kind Donations \$ -

Total 2024-2025 School Year Gifts and Donations \$ 984,986.71

V.H. Workers' Compensation Insurance Renewal -
Fiscal Year 2026



Board Meeting Date: 6/9/2025

Title: Workers' Compensation Insurance Renewal – Fiscal Year 2026

Type: Consent

Presenter(s): Mert Woodard – Director, Finance & Operations

Description: During the 2021 fiscal year the District elected to switch workers' compensation insurance carriers from SFM Mutual (SFM) to Dakota Truck Underwriters by and through Risk Administration Services (RAS). The District worked with its agent of record to obtain rates for the 2026 fiscal year and the renewal proposed by RAS for fiscal year 2026 is for a gross increase of 18.29%, with premiums and fees going from \$480,560 to \$568,462. The District's previous carrier, SFM, has quoted a total cost of \$520,750. The District administration's fall 2024 forecast of workers' compensation premiums for fiscal year 2026 was \$522,886.

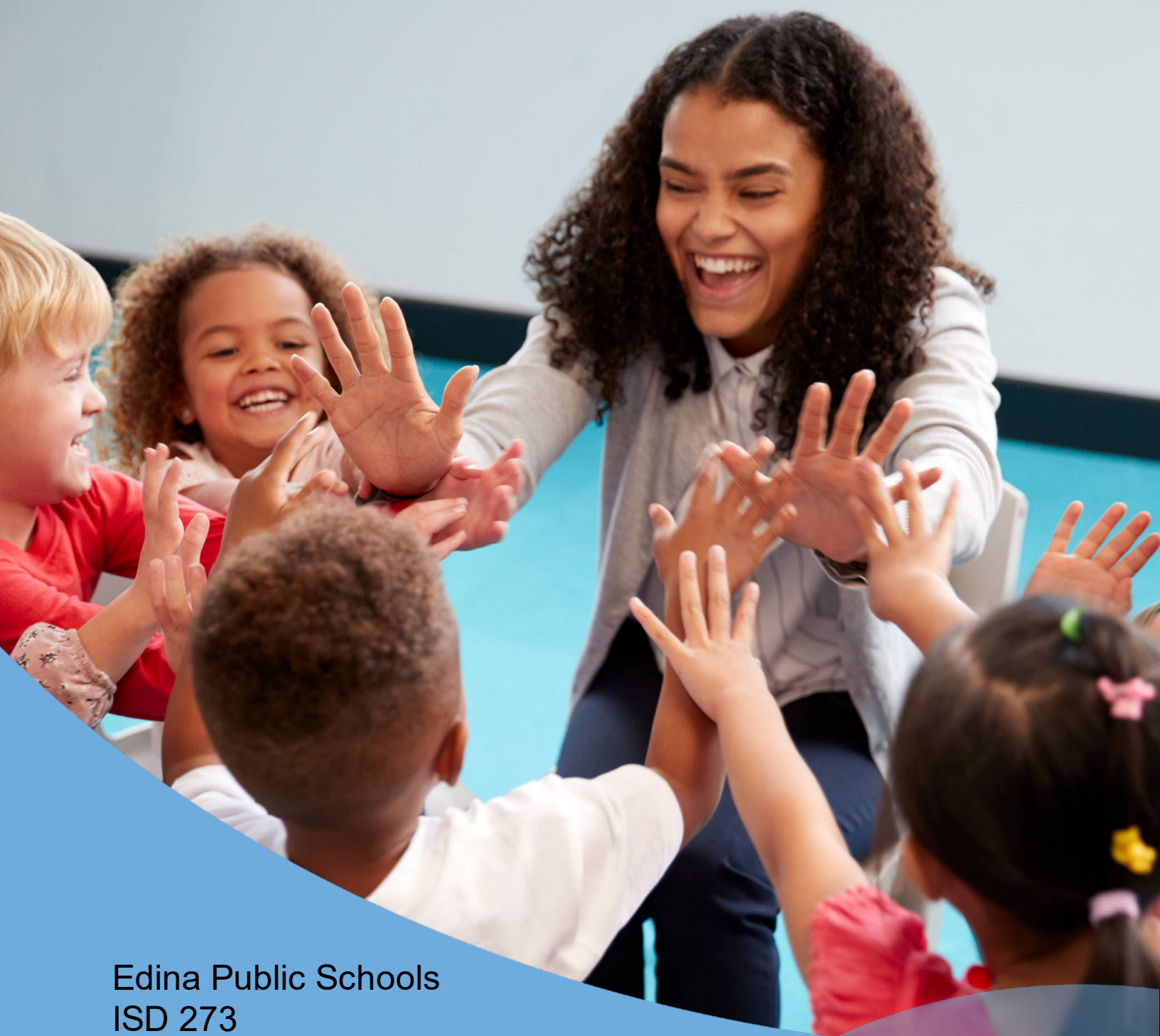
The net rate proposed by SFM for fiscal year 2026 is \$0.53, a slight increase over the fiscal year 2025 net rate of \$0.51. The net rate in fiscal year 2020 was \$0.60.

Recommendation: Award the District's workers' compensation insurance business for fiscal year 2026 to SFM Mutual and authorize the Director of Finance & Operations to execute all documents necessary to put the agreement into effect.

Desired Outcomes from the Board: Review the executive summary of the workers' compensation program proposal and execute the administration's recommended action.

Attachments:

1. Workers' Compensation Renewal Executive Summary – Fiscal Year 2026



Edina Public Schools ISD 273

Executive Summary
07/01/2025 – 07/01/2026

Nick Lano | Area Vice President
Nick_Lano@ajg.com | 952.358.7579

05/28/2025



Gallagher

Insurance | Risk Management | Consulting

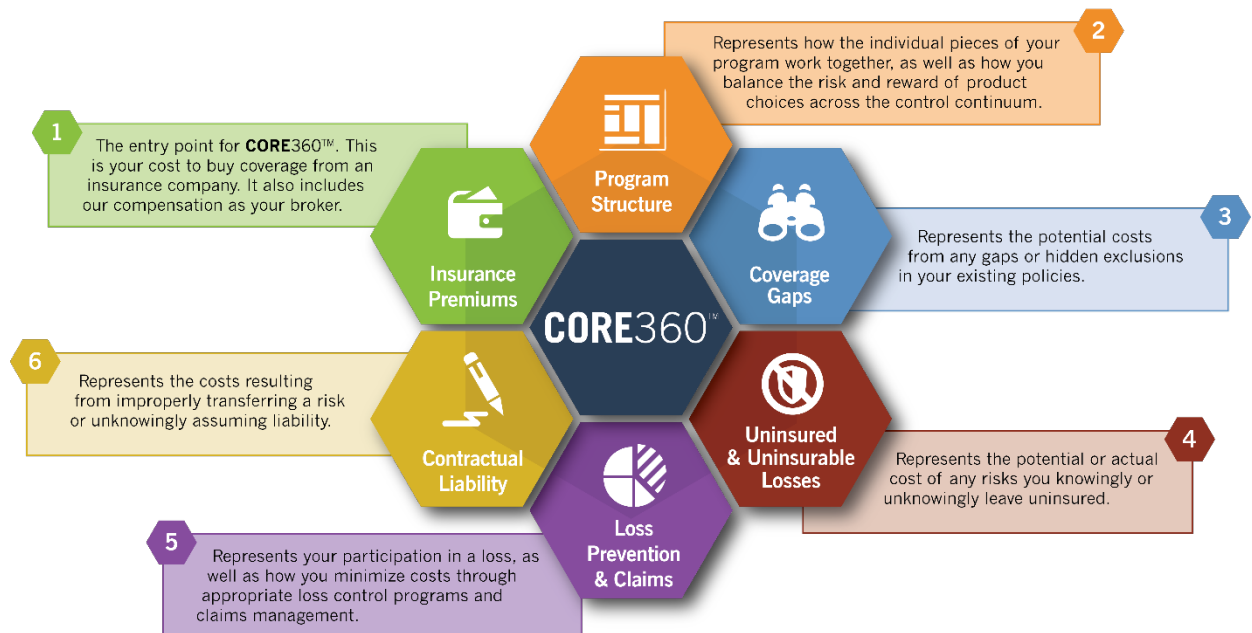
Overview

On behalf of the Gallagher Scholastic Team, we would like to thank Edina Public Schools ISD 273 for the continued opportunity to serve the district. This Executive Summary is a shorter version of our proposal and is intended to summarize the renewal and outline our **CORE360™** approach for the district. The intent of our **CORE360™** approach is to help you optimize your total cost of risk and thereby improving the district's profitability to better serve the community. We highlight each **CORE360™** cost driver, beginning with Insurance Premiums and ending with Contractual Liability. Highlighting each cost driver will not only summarize the key accomplishments, but also ensure that we are deliberate in driving value to each of your six cost drivers which represent your total cost of risk.

The Executive Summary also follows the decisions made and action items we discussed during our strategic review discussion on April 16th. During the discussion we established the following goals and objectives for 2025:


- Agreed to perform a strategic marketing approach with SFM. Previous marketing done in 2022, increased Experience Mod and adverse lost history driving net rate increase.
- Continue to provide the greatest deliverable to ISD 273 – program stability and carrier partnership.
- Continue to provide extensive loss prevention and claims advocacy services to drive down the district's total cost of risk.

We believe we have delivered on these results and look forward to reviewing the Executive Summary in further detail. We know that you have a choice and we appreciate your business and continued support.




2025 CORE360 Stewardship Scorecard

Your **CORE360™** Stewardship Scorecard has been developed for you to get a quick snapshot of how we've impacted your total cost of risk over time, by monetizing the cost of risk changes by cost driver.




Insurance Premiums

- 2025 Premium increase of 8.3% after payroll changes.
- **2025 Net Rate Increase 4%**
- Experience Mod increased 11.5% in 2025.
- 2025 Net Rate still 11.6% lower than 2019 net rate before RAS partnership was formed.




Program Structure

- Total Payroll for the district increased 4%% in 2025.
- Guaranteed Cost option provided by SFM in 2025.
- Discussed 2-year retention program structure with SFM.




Coverage Gaps

- Our review revealed no actionable coverage gaps at this time.




Uninsured & Uninsurable Losses

- There have been no changes in our understanding of the district's uninsured or uninsurable risks since our last discussion.



Loss Prevention & Claims

- Coordinated RAS Loss Control
 - Ergonomic Evaluations
 - Reviewed Non-Critical Recommendations
 - Custodian Safety Training
- 2025 Experience Mod Analysis completed.



Contractual Liability

- Hidden risk transfers & unknown assumption of liability – Snow removal companies, General Contractors and Construction Managers (for example).

US Public Sector & K-12 Education – March 31, 2025

Gallagher regularly reports on changes in the general insurance market, which supports understanding the broader environment of managing risk and insurance. Not all of those changes apply to public entities and K-12 schools, however. This addendum provides specific details for public sector decision makers by line of coverage, region and risk financing method and includes rate change information from all regions and all types of risk financing arrangements, including pools, self-insured programs, first-dollar and stand-alone coverage.

We have been helping public entities and schools of all types and sizes finance risk for more than 50 years. From that broad perspective, we note these current conditions:

- There are fewer markets willing to write public sector business, especially in certain lines of coverage. This creates a lack of competition and reduces availability, which influences both coverage terms and pricing.
- Many public entities struggle to meet underwriting criteria and may be challenged to provide accurate data. These factors decrease underwriters' confidence in the sector, which influences availability and pricing.
- Public entities and K-12 schools operate under a mandate to provide services to the public, limiting their ability to curtail risky operations. Providing law enforcement protection, guarding the health and welfare of school children, delivering clean water, and firefighting are all examples of high-risk services delivered by the sector that are becoming increasingly difficult to insure.
- Demographic and political changes, which are difficult to predict and control, are influencing school populations, straining social services, and increasing the pressure on public budgets.

These factors, in addition to the expectations of the public and societal views of government, all contribute to a challenging insurance environment for public entities.

Property

The key issues influencing property coverage in 2025 are similar to those in 2024, including:

- Extreme weather events. The National Centers for Environmental Information reported that there were 27 separate billion-dollar weather and climate disasters in the U.S. in 2024. Carriers will continue to examine their exposures to severe convective storms (SCS), wildfire, and flood, among other perils.
- Data accuracy and information gaps. Inadequate renewal information, incomplete property inventories, and missing components of construction, occupancy, protection and exposure (COPE) data all contribute to poor renewal outcomes. Many schools and public agencies struggle to keep up-to-date valuation records that accurately reflect the entity's property exposures. Carriers remain highly focused on insuring to appropriate values and inflation costs. Those with incomplete or inaccurate data are likely to experience increased pricing and fewer choices at renewal time.
- Alternative solutions. Although typically adverse to new, complicated or nontraditional risk financing solutions, a growing number of public entities are now considering creative buying strategies such as group purchasing, structured reinsurance, captives and parametric coverages.
- Preparation. To achieve the best possible outcomes, we continue to emphasize that it is important to start early, prepare thoroughly, and explore all options.

Overall, the property market is stabilizing and gradually improving. However, general market changes are slower to materialize in the public sector, due to the factors listed above. Our regional experts indicate that there are improved coverage terms and rate decreases for accounts without losses and with good data and valuations. In areas that have long-required cat coverage, rates and terms are more stable and there is sufficient capacity. However, across the country, wind and hail deductibles remain a concern, and some markets are still reducing loss limits. We noted differences in rate changes depending upon the risk financing structure, as well. Accounts that rely upon standard markets saw greater increases and stricter terms; accounts that utilize shared and layered structures fared better.

A survey of regional differences demonstrates the fluctuation that continues in the public sector property market. Keep in mind that the availability of specific markets varies by region and by appetite for certain types of risks (cat versus non-cat, SCS, etc.).

Region	Range of Rate Change	Market Comments
Northeast	Flat to increases of up to 20%	Adequate capacity
Southeast	Decreases to -20% for shared/layered Increases 10%+ for single placements	Fewer markets willing to write single placements
South Central	Flat to decreases of -15%	Markets changing terms
Great Lakes & Midwest	Increases up to 10%	Insufficient capacity
Southwest	Flat to decreases of -15%	Adequate capacity
Northwest	Flat to decreases of -15%	Adequate capacity Concerns re wildfires

Casualty/Liability – Including SAM, SBLL, LEL

There are external forces that influence liability rates in general, and we've been reporting on these for a few years. The insurance market continues to be affected by:

- Litigation abuses. This includes the increased propensity to file lawsuits, the growth of litigation financing, escalating jury verdicts, and aggressive plaintiff bar ads. The perception of “deep pockets” and the public's wariness and mistrust of government also fuels a litigious environment.
- Regulatory changes. Changes in laws and regulations affect insurance premiums. Changes in state statutes related to filing sexual abuse claims, for example, have driven premium increases across many states.
- Economic factors. Inflation, interest rates, and other economic factors play a role in rate changes. Insurers may adjust rates to account for higher costs in their operations or higher payouts due to inflation.

Policies that combine liability coverages into a package are renewing with increases from 5-15%. Rate changes are higher for accounts with losses or with law enforcement exposures. Markets are seeking increases to counteract inflation, and they continue to be concerned about problematic areas of operations.

The specific lines of coverage that cause concern include:

- Sexual abuse and molestation (SAM). One major insurer of this exposure has noted that sexual molestation claims have grown three times faster than all other claim types in the past 15 years. Coverage with appropriate limits and terms has become more and more difficult to obtain, especially in states with record jury verdicts and liberal revivor statutes.
- School board legal liability (SBLL). This line of coverage includes sexual abuse and molestation claims, with the same concerns and limitations noted above. There are a limited number of markets that include SAM coverage and across the country, we saw rates range from 0 to 15% increases.
- Law enforcement liability (LEL). Coverage for law enforcement activities, jails and detention centers continues to be problematic. We noted increases across all regions, from 5-15%, with additional concerns about the limited number of markets willing to write this risk.

All of these factors combine to make casualty market conditions more volatile for public entities and K-12 schools than for other sectors. Alternative solutions such as retention financing programs and structured reinsurance are gaining traction in the sector.

Workers' Compensation

For public entities that are not in a pool, they purchase workers' compensation coverage through a stand-alone policy or they purchase excess workers' compensation above a self-insured retention. Some also bundle the coverage into a package. Most entities that purchased excess workers' compensation experienced no rate change. For those with a rate change, it was a narrow range between a -5% decrease to +5% increase. First-dollar workers' compensation rates were also mostly flat, with some small decreases in some regions. It is worth noting that in some regions, there are fewer than five markets that will include fire and police, and there is a limited number of public sector workers' compensation markets, in general. We continue to watch this line of coverage closely as the increased costs of healthcare and medical inflation begin to influence rates.

Cyber

All regions report that there is plenty of capacity for cyber insurance, and that rates are flat overall. Good controls and security are stabilizing rates, and entities that maintain effective risk controls may even experience decreases.

In the public sector world, it is important to remember that the ever-evolving nature of cyber exposures makes this an extremely difficult risk to control. Schools and governmental entities are in the top ten list of potential targets for cyber-crime and the ongoing evolution and use of Artificial Intelligence will influence this line of coverage for years to come.

Conclusion

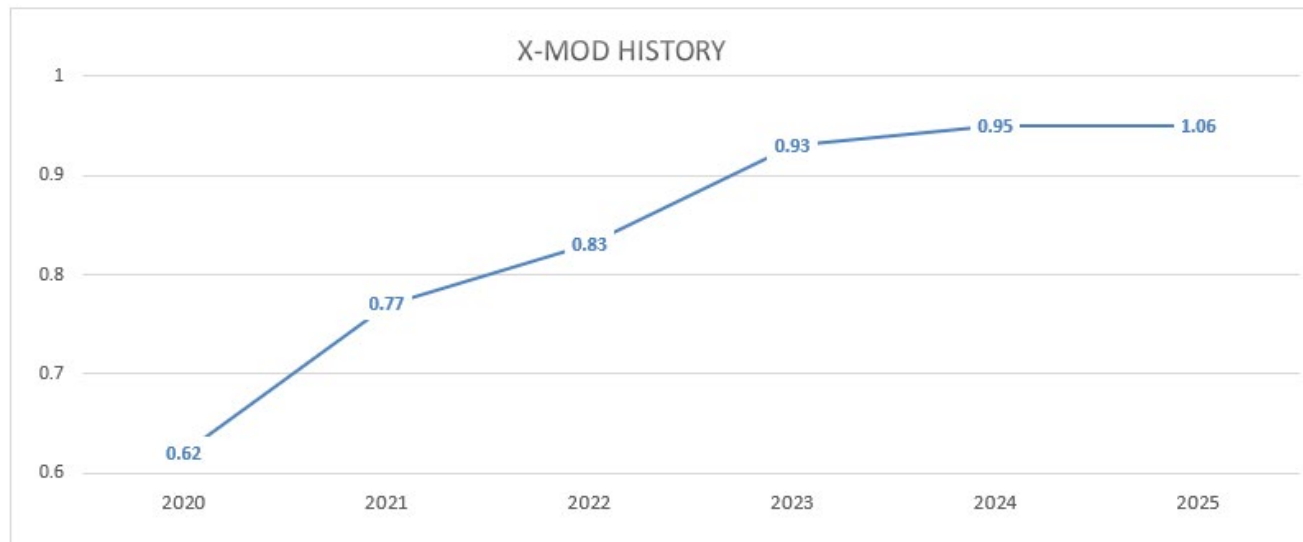
Insurance market conditions for public entity and K-12 buyers continue to be challenging. Many environmental, social and political influences contribute to these conditions in addition to the market trends highlighted in this report. We work diligently to understand these influences so that we can help our clients make the best risk financing decisions.



Historical Program Exposures

Class Code	Description	2020 – 2021 AUDITED	2021 – 2022 AUDITED	2022 – 2023 AUDITED	2023 – 2024 AUDITED	2024 – 2025 ESTIMATED	2025 – 2026 PROJECTED
7380	Chauffeurs & Helpers	\$24,795	\$24,704	\$41,852	\$58,235	\$45,657	\$46,474
7382	Bus Co. All Other Employees	\$1,345,763	\$1,676,667	\$2,034,831	\$2,343,917	\$2,219,825	\$2,275,321
8385	Bus Co. Garage Employees	\$229,051	\$230,979	\$368,257	\$558,430	\$401,737	\$797,046
8868	College Professional Employee	\$72,235,046	\$77,070,867	\$79,849,630	\$84,635,203	\$87,109,062	\$90,401,785
9101	College – All Other Employee	\$3,523,256	\$3,757,553	\$3,737,279	\$3,399,736	\$4,077,049	\$4,240,131
Total		\$77,357,911	\$82,760,770	\$86,031,849	\$90,995,521	\$93,853,330	\$97,760,757

Historical Characteristics:





Workers' Compensation Claims Summary

HISTORICAL FOUR YEARS

WORKERS' COMPENSATION											
POLICY TERM	CARRIER NAME	IND / PD PAID	MED / BI PAID	EXPENSES PAID	TOTAL PAID	TOTAL RESERVES	TOTAL RECOVERIES	TOTAL INCURRED	# OF OPEN CLAIMS	# OF CLOSED CLAIMS	# OF CLAIMS
07/01/2020 to 07/01/2021	RAS	\$17,437	\$63,571	\$23,195	\$104,203	\$108,890	\$0	\$213,093	1	27	28
07/01/2021 to 07/01/2022	RAS	\$46,136	\$156,929	\$15,816	\$218,881	\$0	\$599	\$218,282	0	70	70
07/01/2022 to 07/01/2023	RAS	\$126,617	\$196,305	\$8,770	\$331,692	\$179,946	\$0	\$511,638	2	73	75
07/01/2023 to 07/01/2024	RAS	\$23,973	\$123,312	\$8,675	\$155,960	\$63,905	\$0	\$219,865	2	83	85
07/01/2024 to 07/01/2025	RAS	\$0	\$15,005	\$801	\$15,806	\$39,646	\$0	\$55,451	7	39	46
TOTALS:		\$214,162	\$555,122	\$57,257	\$826,541	\$392,387	\$599	\$1,218,329	12	292	304

- 2019 Total Claims - \$394,804
- 2018 Total Claims - \$134,620
- 2017 Total Claims - \$73,908



Workers' Compensation

EXPERIENCE MODIFICATION VALIDATION

Mod Analysis for Independent School District 273

Mod Snapshot

Effective date: 7/1/2025

The Key Numbers

Total expected losses	\$574,679
Total expected primary losses	\$277,376
Total expected excess losses	\$297,303
Total unlimited losses	\$729,114
Total limited/adjusted losses	\$651,583
Total actual primary losses	\$284,592
Total actual excess losses	\$366,991
Computed ballast value	53,580
Computed weighting value	0.40
Modification factor	1.06
ARAP factor	1.00

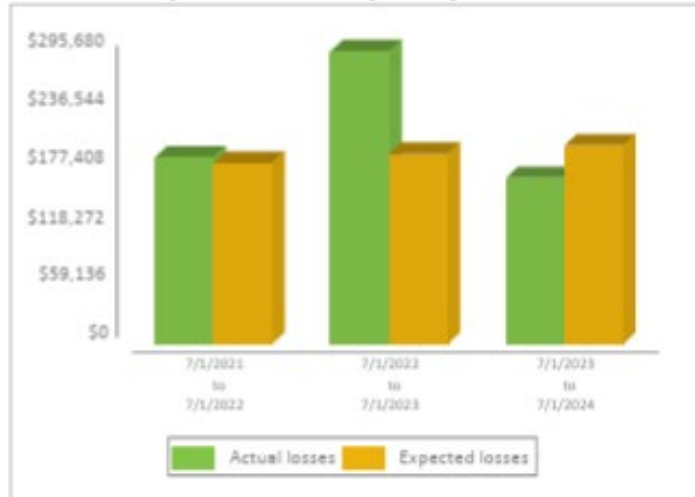
Mod Breakdown



Impact of Top Itemized Losses

State	Injury Date	Incurred Loss	Impact on Mod	Mod w/o Loss
MN	5/26/2023	\$119,500	0.0933	0.9625
MN	9/30/2021	\$97,441	0.0792	0.9766
MN	11/29/2023	\$73,722	0.0641	0.9917
MN	9/25/2022	\$61,447	0.0563	0.9995
MN	3/2/2023	\$47,092	0.0472	1.0086
MN	12/10/2021	\$37,203	0.0409	1.0149
MN	10/5/2022	\$36,723	0.0406	1.0152
MN	7/30/2021	\$27,980	0.0350	1.0208
MN	2/2/2024	\$24,625	0.0329	1.0229
MN	1/24/2024	\$20,234	0.0090	1.0468

Actual vs. Expected Losses by Policy Period



ISD 273

©2025 Arthur J. Gallagher & Co. All rights reserved.

2025 Strategic Review

RECAP OF EARLY RENEWAL RATE EXPECTATIONS AND RESULTS FROM THE INCUMBENT MARKET

Coverage	Carrier	Rate Indication	Rate Results	Comments
Workers' Compensation	RAS	<p>Initial renewal indication of \$568,462 or 18% premium increase after changes in payroll figures. New net rate of \$0.58.</p> <ul style="list-style-type: none"> 2025 Payroll increase of 4%. 2025 Experience Mod increasing 11.5%. Program in RAS's lowest rate tier – DTU. Same schedule credit applied in 2025. With 2025 Loss Projection – RAS underwriting to a 58% loss ratio. 	<p>Overall exceeded goal and secured a competitive renewal option from SFM that drove down the headwind in 2025. The 2025 net rate is 11.6% below the district's own net rate in 2019.</p>	<ul style="list-style-type: none"> 3-year loss ratio - 70% 5-year loss ratio - 70% Current loss ratio - 23% No change to program structure. Class Code 8868 – Rate increase of 4% Class Code 9101 – Rate decrease of 6%

Pure Loss Rate

Independent School District 273

Based on the selected pure loss rate and the projected Payroll, here are the projected losses for the 7/1/2025 - 7/1/2026 period.

Computation of Projected Losses										
Selected Pure Loss Rate	X	$\frac{\text{Projected Payroll}}{\$100}$	=	Projected Losses	➔	\$ 0.35	X	$\frac{\$93,853,330}{\$100}$	=	\$ 328,487



Renewal Premiums

2025 WORKERS' COMPENSATION RESULTS

	2024 Expiring	2025 Renewal
Carrier	RAS	SFM
Premium	\$467,035	\$501,591
Surcharges	\$13,525	\$19,159
Total Premium	\$480,560	\$520,750
Net Rate	\$0.51	\$0.53

- **2025 RAS Renewal Option – \$568,462**

Previous 2022 Marketing Results

- SFM – Declined due to loss history and not competitive at current rate structure.
- Employers – Declined, too large of a school account for them.
- United Heartland – Indicated above RAS renewal.

Notes:

- SFM option in 2025 underwritten to a 65% loss ratio (projected breakeven for the carrier).
- Maxed Scheduled Credit of 40% provided in 2021
- Scheduled Credit of 37% provided in 2022.
- Payrolls increased 7% in 2021 and 2.5% in 2022 and 3.6% in 2023 and 7% in 2024.
- **Expiring Premium in 2019 with SFM/Previous Broker - \$476,151 (\$0.60 net rate)**

ISD 273

©2025 Arthur J. Gallagher & Co. All rights reserved.

Thank You for Your Business

On behalf of the Gallagher team, we would like to thank the district for the continued opportunity, partnership, support and confidence you have placed in us to handle the insurance program. We have enjoyed the partnership and look forward to continue earning the district's business year-over-year. We enjoyed implementing the agreed upon renewal strategy in 2025 and thus reducing the district's total cost of risk. Thank you

ISD 273

©2025 Arthur J. Gallagher & Co. All rights reserved.



Proposal of Insurance

Independent School District 273

5701 Normandale Road
Edina, MN 55424

Presentation Date: July 1, 2025

Arthur J Gallagher Risk Management Services, LLC
A/JG License Nos.IL 100292093 / CA 0D69293



Gallagher

Insurance | Risk Management | Consulting

Table of Contents

- Your Gallagher Team** 3
 - Service Commitment..... 4
- Program Structure**..... 5
- Named Insured** 6
- Market Review** 7
- Full Program Details** 8
 - Workers Compensation - SFM Mutual Insurance Company..... 8
- Premium Summary** 10
- Premium Financing**..... 11
 - Payment Plans 12
- Proposal Disclosures** 13
 - Proposal Disclosures..... 14
- Client Signature Requirements**..... 17
 - Coverages for Consideration..... 18
 - Client Authorization to Bind Coverage..... 19
- Appendix**..... 21
 - Compensation Disclosure Schedule..... 22
 - Claims Reporting By Policy..... 23
 - Gallagher STEP Flyer..... 24



Your Gallagher Team

Your Gallagher team is a true partner. We have the expertise to understand your business and we're here to service and stay alongside you, every step of the way.

<i>Service Team</i>	<i>Role</i>	<i>Email</i>	<i>Phone</i>
Nick Lano Area Vice President	Producer	Nick_Lano@ajg.com	(952) 358-7579 (p) (952) 358-7500 (c)
Megan Reid (Bloomington) Client Service Manager	Client Service Manager	Megan_Reid1@ajg.com	(952) 358-7537 (p)

Service Commitment

Account Service

At Gallagher, our goal is to provide you with an exceptional insurance and risk management program delivered by a world class service organization. Gallagher is committed to partnering with our clients to ensure we consistently deliver the highest quality service possible.

Renewals

We use a standard Renewal Timeline and start early to make sure your needs are met and we are able to offer you the most comprehensive and competitively priced insurance program. At each renewal, we will meet with you to establish a renewal game plan, determine how many markets should be approached, discuss pricing in the insurance marketplace, and identify what specific needs must be addressed. We will then approach markets that we feel will offer the best alternatives. These alternatives will be presented at renewal as an option, even if we feel the incumbent program is strongest. We will demonstrate how we have created competition within the marketplace to ensure that you receive the best renewal terms.

We make ourselves accountable by working with you to develop a written service schedule that meets your needs. You can track our service by referring to our written service commitment. Service becomes especially important as your type of organization continues to change and prosper.

As a top national broker, we have access to over 150 insurance companies and wholesalers. This maximizes your insurance options in any given policy year situation. In addition, our integrity and influence in the marketplace have resulted in excellent relationships with our markets. These factors are especially important to consider as the insurance needs of your organization become more complex and require more sophisticated solutions.

Acquisitions

On request, we will perform an insurance due-diligence review on all products and acquisitions.

Profit Center Premium Allocations

We will provide premium breakdown by entities and/or location schedule.

Automobile Identification Cards

ID cards will be issued upon binding of coverage.

Phone Calls

Phone calls will be returned within one working day of receipt.

Certificates of Insurance

Certificates of Insurance will be issued within 24 hours of request.

Claims

Claims will be reported to the company within two working days of receipt, and acknowledgment of receipt will be sent to you. We will follow up with the carrier within ten working days after receipt of a claim. Monthly claim reports will be provided if requested.

Program Structure



Named Insured

Named Insured	Workers Compensation
Independent School District 273	X

Note: Any entity not named in this proposal may not be an insured entity. This may include affiliates, subsidiaries, LLCs, partnerships, and joint ventures.

Location Schedule

Loc.#	Bldg #					Description of Operations
		Street	City	St	Zip	
1	1	5701 Normandale Rd	Edina	MN	55424	Edina Community Center/District Office
1	2	5900 Concord St	Edina	MN	55436	Elementary School - Concord
1	3	5505 Doncaster Way	Edina	MN	55436	Elementary School - Edina Highlands
1	4	7000 Cornelia Dr	Edina	MN	55436	Elementary School - Cornelia
1	5	5701 Normandale Rd	Edina	MN	55424	Normandale Elementary School
1	6	4725 S View Ln	Edina	MN	55436	Middle School - South View
1	7	6750 Valley View Rd	Edina	MN	55436	Middle School - Valley View
1	8	5701 Benton Ave	Edina	MN	55436	Elementary School - Countryside
1	9	6401 Gleason Rd	Edina	MN	55436	Elementary School - Creek Valley
1	10	6754 Valley View Rd	Edina	MN	55436	High School - Edina
1	11	5201 W 76th St	Edina	MN	55436	Transportation Center

Market Review

We approached the following carriers in an effort to provide the most comprehensive and cost effective insurance program.

<i>Line Of Coverage</i>	<i>Insurance Company ** (AM Best Rate/Financial Strength)</i>	<i>Market Response *</i>	<i>Admitted ***</i>
Workers Compensation	Dakota Truck Underwriters (A VIII)	Quoted	Admitted
	SFM Mutual Insurance Company (A- IX)	Recommended Quote	Admitted

*If shown as an indication, the actual premium and acceptance of the coverage requested will be determined by the market after a thorough review of the completed application.

**Gallagher companies use AM Best rated insurers and the rating listed above was verified on the date the proposal document was created.

Best's Credit Ratings™ reproduced herein appear under license from AM Best and do not constitute, either expressly or impliedly, an endorsement of Gallagher's service or its recommendations. AM Best is not responsible for transcription errors made in presenting Best's Credit Ratings™. Best's Credit Ratings™ are proprietary and may not be reproduced or distributed without the express written permission of AM Best.

A Best's Financial Strength Rating is an independent opinion of an insurer's financial strength and ability to meet its ongoing insurance policy and contract obligations. It is not a warranty of a company's financial strength and ability to meet its obligations to policyholders. Best's Credit Ratings™ are under continuous review and subject to change and/or affirmation. For the latest Best's Credit Ratings™ and Guide to Best's Credit Ratings, visit the AM Best website at <http://www.ambest.com/ratings>.

***If coverage placed with a non-admitted carrier, it is doing business in the state as a surplus lines or non-admitted carrier, and is neither subject to the same regulations as an admitted carrier nor do they participate in any state insurance guarantee fund.

Gallagher companies make no representations and warranties concerning the solvency of any carrier, nor does it make any representation or warranty concerning the rating of the carrier which may change.

Full Program Details

Workers Compensation

Carrier Information	Expiring	Proposed
Policy Term	7/1/2024 - 7/1/2025	7/1/2025 - 7/1/2026
Carrier	Dakota Truck Underwriters	SFM Mutual Insurance Company
A.M. Best Rating	A VIII	A- IX
Admitted/Non-Admitted	Admitted	Admitted
Payment Plan	10-10-month installment (25% down)	25% Down with 9 Installments
Payment Method	Direct Bill	Direct Bill

Premium & Exposures	Expiring	Proposed
Premium	\$467,035.00	\$501,591.00
State of MN Special Compensation Fund Assessment - 0174	\$13,525.00	\$19,159.00
Exposure / Payroll	\$93,853,330	\$97,760,757
TRIA	Included	Included
Minimum Type		None
Estimated Cost	\$480,560.00	\$520,750.00

Experience Modification Factors
1.06 - MN

States
States Covered: MN
States Excluded: OH, ND, WA, WY
Extraterritorial Jurisdictions: AK, AL, AZ, CO, CT, FL, GA, IA, ID, IL, IN, KS, KY, LA, MD, MI, MO, MS, MT, NC, NE, NM, NV, OK, PA, SC, SD, TN, TX, UT, VA, VT, WI

Standard Coverages	Expiring	Proposed
Coverage A - Workers' Compensation	Statutory	Statutory
Employers' Liability Limits - Bodily Injury by Accident - Each Accident	\$1,000,000	\$1,000,000
Employers' Liability Limits - Bodily Injury by Disease - Each Employee	\$1,000,000	\$1,000,000
Employers' Liability Limits - Bodily Injury by Disease - Policy Limit	\$1,000,000	\$1,000,000

Deductibles/SIR	Expiring	Proposed
Deductible : Workers' Compensation	None	None

Exclusions (including but not limited to)
Owners or Officers
Bodily Injury to an Employee While Employed in Violation of Law
Bodily Injury Intentionally Caused by Insured

Exclusions (including but not limited to)
Longshore & Harbor Workers' Act
Federal Employers' Liability Act
Assumptions under Contract

Subject to Audit: Annually

Auditable Exposures:

State	Class Code	Description	Expiring Rate per \$100	Expiring Exposure	Rate per \$100	Exposure
MN	8868	Colleges Or Schools Profession	.5	\$87,109,062	0.53	\$90,401,785
MN	9101	Colleges Or Schools All Other	4.71	\$4,077,049	4.56	\$4,240,131
MN	7382	Bus Co: All Other Employees	4.62	\$2,219,825	5.07	\$2,275,321
MN	8385	Bus Company: Garage Employees	2.48	\$401,737	2.70	\$797,046
MN	7380	Drivers, Chauffeurs & Their He	6.53	\$45,657	7.20	\$46,474

Other Significant Terms and Conditions/Restrictions:

Description
Premium includes TRIA premium of \$4,888

Premium Summary

The estimated program cost for the options are outlined in the following table: See attached

*Estimated Cost includes all taxes, fees, surcharges and TRIA premium (if applicable)

Quote from **SFM Mutual Insurance Company (SFM Mutual Insurance Company)** is valid until **7/1/2025**

Premiums are due and payable as billed and may be financed, subject to acceptance by an approved finance company. Following acceptance, completion (and signature) of a premium finance agreement with the specified down payment is required. Note: Unless prohibited by law, Gallagher may earn compensation for this optional value-added service.

Gallagher is responsible for the placement of the following lines of coverage:

Workers Compensation

It is understood that any other type of exposure/coverage is either self-insured or placed by another brokerage firm other than Gallagher. If you need help in placing other lines of coverage or covering other types of exposures, please contact your Gallagher representative.

Premium Financing

Gallagher is pleased to offer Premium Financing for our clients.

What is Premium Financing?

Premium financing is a short-term loan that provides premium payment flexibility. By financing, you have the option to spread out your premium payments instead of paying in full at the time of policy purchase or renewal.

Why Premium Financing May be Good for Your Business?

- May improve **capital and cash flow management** by spreading out premium payments over the policy period.
- Allows for **consolidation of** multiple policies into one premium finance agreement with a single monthly or quarterly payment.
- Provides automated **ACH options and flexible payment** terms.

Want to Learn More?

If you are interested in learning more or obtaining a quote, contact your Client Service Manager.

Payment Plans

<i>Carrier / Payable Carrier</i>	<i>Line Of Coverage</i>	<i>Payment Schedule</i>	<i>Payment Method</i>
SFM Mutual Insurance Company (SFM Mutual Insurance Company)	Workers Compensation	25% Down with 9 Installments	Direct Bill

Proposal Disclosures



Proposal Disclosures

The following disclosures are hereby made a part of this proposal. Please review these disclosures prior to signing the Client Authorization to Bind or e-mail confirmation.

Proposal Disclaimer

IMPORTANT: The proposal and/or any executive summaries outline certain terms and conditions of the insurance proposed by the insurers, based on the information provided by your company. The insurance policies themselves must be read to fully understand the terms, coverages, exclusions, limitations and/or conditions of the actual policy contract of insurance. Policy forms will be made available upon request. We make no warranties with respect to policy limits or coverage considerations of the carrier.

Compensation Disclosure

1. Gallagher Companies are primarily compensated from the usual and customary commissions, fees or, where permitted, a combination of both, for brokerage and servicing of insurance policies, annuity contracts, guarantee contracts and surety bonds (collectively "insurance coverages") handled for a client's account, which may vary based on market conditions and the insurance product placed for the client.

2. In placing, renewing, consulting on or servicing your insurance coverages, Gallagher companies may participate in contingent and supplemental commission arrangements with intermediaries and insurance companies that provide for additional compensation if certain underwriting, profitability, volume or retention goals are achieved. Such goals are typically based on the total amount of certain insurance coverages placed by Gallagher with the insurance company, not on an individual policy basis. As a result, Gallagher may be considered to have an incentive to place your insurance coverages with a particular insurance company. If you do not wish to have your commercial insurance placement included in consideration for additional compensation, contact your producer or service team for an Opt-out form.

3. Gallagher Companies may receive investment income on fiduciary funds temporarily held by them, or from obtaining or generating premium finance quotes, unless prohibited by law.

4. Gallagher Companies may also access or have an ownership interest in other facilities, including wholesalers, reinsurance intermediaries, captive managers, underwriting managers and others that act as intermediaries for both Gallagher and other brokers in the insurance marketplace some of which may earn and retain customary brokerage commission and fees for their work.

If you have specific questions about any compensation received by Gallagher and its affiliates in relation to your insurance placements, please contact your Gallagher representative for more details.

TRIA/TRIPRA Disclaimer

If this proposal contains options to purchase TRIA/TRIPRA coverage, the proposed TRIA/TRIPRA program may not cover all terrorism losses. While the amendments to TRIA eliminated the distinction between foreign and domestic acts of terrorism, a number of lines of coverage excluded under the amendments passed in 2005 remain excluded including commercial automobile, burglary and theft insurance; surety insurance, farm owners multiple perils and professional liability (although directors and officers liability is specifically included). If such excluded coverages are required, we recommend that you consider purchasing a separate terrorism policy. Please note that a separate terrorism policy for these excluded coverages may be necessary to satisfy loan covenants or other contractual obligations. TRIPRA includes a \$100 billion cap on insurers' aggregate liability.

TRIPRA is set to expire on December 31, 2027. There is no certainty of extension, thus the coverage provided by your insurers may or may not extend beyond December 31, 2027. In the event you have loan covenants or other contractual obligations requiring that TRIA/TRIPRA be maintained throughout the duration of your policy period, we recommend that a separate ""Stand Alone"" terrorism policy be purchased to satisfy those obligations.

Terms and Conditions

It is important that we clearly outline the nature of our mutual relationship. The following terms and conditions (these "Terms") govern your relationship with Gallagher unless you have separately entered into a written services agreement with Gallagher relative to the policies and services outlined in this Proposal, in which case that services agreement will govern and control with respect to any conflicts with these Terms. These Terms will become effective upon your execution of the Client Authorization to Bind Coverage (the "CAB") included in this Proposal and shall survive for the duration of your relationship with Gallagher relative to the policies placed pursuant to the CAB or otherwise at your request.

Services

Gallagher will represent and assist you in all discussions and transactions with insurance companies relating to the lines of insurance coverage set forth in the CAB and any other lines of insurance coverage with which you request Gallagher's assistance. Gallagher will consult with you regarding any matters involving these or other coverages for which you have engaged Gallagher. You have the sole discretion for approving any insurance policies placed, as well as all other material decisions involving your risk management, risk transfer and/or loss prevention needs.

Although you are responsible for notifying applicable insurance companies directly in connection with any claims, demands, suits, notices of potential claims or any other matters as required by the terms and conditions of your policies, Gallagher will assist you in determining applicable claim reporting requirements.

Treatment of Information

Gallagher understands the need to protect the confidentiality and security of your confidential and sensitive information and strives to comply with applicable data privacy and security laws. Your confidential and sensitive information will be protected by Gallagher and only used to perform services for you; provided that Gallagher may disclose and transfer your information to our affiliates, agents or vendors that have a need to know such information in connection with the provision of such services (including insurance markets, as necessary, for marketing, quoting, placing and/or servicing insurance coverages). We may also disclose such information as required by applicable data protection laws or the order of any court or tribunal, subject to our providing you with prior notice as permitted by law.

We will (i) implement appropriate administrative, physical and technical safeguards to protect personal information; (ii) timely report security incidents involving personal information to affected parties and/or regulatory bodies; (iii) create and maintain required policies and procedures; and (iv) comply with data subjects' rights, as applicable. To the extent applicable under associated data protection laws, you are a "business" or "controller" and Gallagher is a "service provider" or "data processor." You will ensure that any information provided to Gallagher has been provided with any required notices and that you have obtained all required consents, if any and where required, or are otherwise authorized to transfer all information to Gallagher and enable Gallagher to process the information for the purposes described in this Proposal and as set forth in Gallagher's Privacy Policy located at <https://www.aig.com/privacy-policy/>. Gallagher may update its Privacy Policy from time to time and any updates will be posted to such site.

Dispute Resolution

Gallagher does not expect that it will ever have a formal dispute with any of its clients. However, in the event that one should arise, we should each strive to achieve a fair, expedient and efficient resolution and we'd like to clearly outline the resolution process.

A. If the parties have a dispute regarding Gallagher's services or the relationship governed by this Proposal ("Dispute"), each party agrees to resolve that Dispute by mediation. If mediation fails to resolve the Dispute, you and Gallagher agree to binding arbitration. Each party waives all rights to commence litigation in court to resolve a Dispute, and specifically waives all rights to pursue relief by class action or mass action in court or through arbitration. However, the parties do not waive the ability to seek a court order of injunction in aid of the mediation and arbitration required by these Terms.

B. The party asserting a Dispute must provide a written notice ("Notice") of the claim to the other party and to the American Arbitration Association ("AAA") in accordance with its Commercial Arbitration Rules and Mediation Procedures. All Dispute resolutions will take place in Chicago, IL, unless you and Gallagher agree to another location. The parties will equally divide all costs of the mediation and arbitration proceedings and will each pay their own attorneys' fees. All matters will be before a neutral, impartial and disinterested mediator or arbitrator(s) that have at least 20 years' experience in commercial and insurance coverage disputes.

C. Mediation will occur within sixty (60) days of filing the Notice with the AAA. Mediation results will be reduced to a memorandum of understanding signed by you, Gallagher and the mediator. A Dispute that is not resolved in mediation will commence to binding arbitration. For Disputes in excess of \$500,000, either party may elect to have the Dispute heard by a panel of three (3) arbitrators. The award of the arbitrator(s) must be accompanied by a reasoned opinion prepared and signed by the arbitrator(s). Except as may be required by law, neither you, Gallagher, nor a mediator or arbitrator may disclose the existence, content or results of any Dispute or its dispute resolution proceeding without the prior written consent of both you and Gallagher.

Electronic Delivery

In lieu of receiving documents in paper format, you agree, to the fullest extent permitted by law, to accept electronic delivery of any documents that Gallagher may be required to deliver to you (including, but not limited to, insurance policies and endorsements, account statements and all

other agreements, forms and communications) in connection with services provided by Gallagher. Electronic delivery of a document to you may be made via electronic mail or by other electronic means, including posting documents to a secure website.

Miscellaneous Terms

Gallagher is engaged to perform services as an independent contractor and not as your employee or agent, and Gallagher will not be operating in a fiduciary capacity.

Where applicable, insurance coverage placements and other services may require the payment of federal excise taxes, surplus lines taxes, stamping or other fees to the Internal Revenue Service, various State(s) departments of revenue, state regulators, boards or associations. In such cases, you will be responsible for the payment of the taxes and/or fees, which Gallagher will separately identify on related invoices.

The Proposal and these Terms are governed by the laws of the State of Illinois, without regard to its conflict of law rules.

If an arbitrator/court of competent jurisdiction determines that any provision of these Terms is void or unenforceable, that provision will be severed, and the arbitrator/court will replace it with a valid and enforceable provision that most closely approximates the original intent, and the remainder of these Terms will remain in effect.

Except to the extent in conflict with a services agreement that you may enter into with Gallagher, these Terms and the remainder of the Proposal constitute the entire agreement between you and Gallagher with respect to the subject matter of the Proposal, and supersede all prior negotiations, agreements and understandings as to such matters.

Client Signature Requirements



Coverages for Consideration

Overview

Gallagher recommends that you consider purchasing the following additional coverages for which you have exposure. A Proposal for any of the coverages below can be provided.

- Volunteer Accident

Please note the recommendations and considerations summarized in this section are not intended to identify all potential exposures. Gallagher is not an expert in all aspects of your business and assumes no responsibility to independently investigate the risks your business faces. Gallagher has relied upon the information you provided in making our insurance Proposals. If you are interested in pursuing additional coverages other than those listed above, please list the additional coverages in the Client Authorization to Bind.

Client Authorization to Bind Coverage

After careful consideration of Gallagher's proposal dated 7/1/2025, we accept the following coverage(s). Please check the desired coverage(s) and note any coverage amendments below:

	Coverage/Carrier
<input type="checkbox"/> Accept <input type="checkbox"/> Reject	Workers Compensation SFM Mutual Insurance Company
Included*	TRIA - Workers Compensation
Option #2: \$568,462 <input type="checkbox"/> Accept <input type="checkbox"/> Reject	Workers Compensation Dakota Truck Underwriters
Included*	TRIA - Workers Compensation

*For this coverage, TRIA cannot be rejected

Additional Recommended Coverages

Gallagher recommends that you purchase the following additional coverages for which you have exposure. By checking the box(es) below, you are requesting that Gallagher provide you with a Proposal for this coverage. By not requesting a Proposal for this coverage, you assume the risk of any uncovered loss.

Other Coverages to Consider

Volunteer Accident

The above coverage(s) does not necessarily represent the entirety of available insurance products. If you are interested in pursuing additional coverages other than those listed in the Additional Recommended Coverages, please list below:

Coverage Amendments and Notes:

Exposures and Values

You confirm the payroll, values, schedules, and any other information pertaining to your operations, and submitted to the underwriters, were compiled from information provided by you. If no updates were provided to Gallagher, the values, exposures and operations used were based on the expiring policies. You acknowledge it is your responsibility to notify Gallagher of any material change in your operations or exposures.

Additional Terms and Disclosures

Gallagher is not an expert in all aspects of your business. Gallagher's Proposals for insurance are based upon the information concerning your business that was provided to Gallagher by you. Gallagher expects the information you provide is true, correct and complete in all material respects. Gallagher assumes no responsibility to independently investigate the risks that may be facing your business, but rather have relied upon the information you provide to Gallagher in making our insurance Proposals.

Gallagher's liability to you arising from any of Gallagher's acts or omissions will not exceed \$20 million in the aggregate. The parties each will only be liable for actual damages incurred by the other party, and will not be liable for any indirect, special, exemplary, consequential, reliance or punitive damages. No claim or cause of action, regardless of form (tort, contract, statutory, or otherwise), arising out of, relating to or in any way connected with the Proposal, any of Gallagher's services or your relationship with Gallagher may be brought by either party any later than two (2) years after the accrual of the claim or cause of action.

Gallagher has established security controls to protect Client confidential information from unauthorized use or disclosure. For additional information, please review Gallagher's Privacy Policy located at <https://www.ajg.com/privacy-policy/>.

You have read, understand and agree that the information contained in the Proposal and all documents attached to and incorporated into the Proposal, is correct and has been disclosed to you prior to authorizing Gallagher to bind coverage and/or provide services to you. By signing below, or authorizing Gallagher to bind your insurance coverage through email when allowed, you acknowledge you have reviewed and agree with terms, conditions and disclosures contained in the Proposal.

By: _____
Print Name (Specify Title)

Company

Signature

Date: _____

Appendix



Compensation Disclosure Schedule

Client Name: Independent School District 273

Coverage	Carrier Name(s)	Wholesaler, MGA, or Intermediary Name ¹	Est. Annual Premium ²	Gallagher U.S. Owned Wholesaler, MGA, or Intermediary % and/or Fee %
Workers Compensation	Dakota Truck Underwriters	Risk Administration Services, Inc.	\$552,382.00	
Workers Compensation	SFM Mutual Insurance Company (SFM Mutual Insurance Company)	N/A	\$501,591.00	

¹ We were able to obtain more advantageous terms and conditions for you through an intermediary/ wholesaler.

² If the premium is shown as an indication: The premium indicated is an estimate provided by the market. The actual premium and acceptance of the coverage requested will be determined by the market after a thorough review of the completed application.

* A verbal quotation was received from this carrier. We are awaiting a quotation in writing.

Note: When placing business with insurance companies, Gallagher Companies receive commission based on negotiated contractual terms with those carriers. The commission rate is a percentage of the premium excluding taxes and fees. Major lines of coverage, and their typical range of commissions are listed below. If you wish to receive more details on actual compensation paid to Gallagher Companies, please contact your Gallagher representative.

- **Accident & Health:** 15-25%
- **Aviation:** 14-15%
- **All Other Commercial:** 10-20%
- **Bonds/Surety:** 30-35%
- **Builders Risk:** 15-18%
- **Casualty:** 14-15%
- **Commercial Auto:** 12.5-15%
- **Inland Marine:** 20-22.5%
- **Ocean Marine:** 15-17.5%
- **Package / Business Owners Package:** 15-16.8%
- **Executive and Professional Liability:** 12-16.5%
- **Property:** 15-22%
- **Workers Compensation:** 8-11%

Compensation to Gallagher may also be disclosed in a Client Services Agreement or Consulting Services Agreement.

Claims Reporting By Policy

Immediately report all claims. Each insurer requires notice of certain types of claims depending on the potential exposure or particular injury types. It is important to thoroughly review your policy to ensure you are reporting particular incidents and claims, based upon the insurer’s policy requirements.

If you are using a third party administrator (“TPA”), your TPA may or may not report claims to an insurer on your behalf. Although we will assist you where requested, it is important that you understand whether your TPA will be completing this notification.

Reporting Direct to Carrier [Only When Applicable]

<i>Coverage(s): Workers' Compensation</i>	<i>Report To:</i>
Insurer: SFM Mutual Insurance Company Policy Term: 7/1/2025 - 7/1/2026	Insurer/TPA Name: SFM Mutual Insurance Company Phone: 855-675-3501 Fax: 800-944-1169 Web: https://www.sfmic.com/employers/report-an-injury/

Gallagher STEP



Reduce Your Risk and Simplify Training

Safety training programs and educational materials for employees are critical for reducing accidents, increasing retention, and minimizing your total cost of risk now and in the future.

Gallagher Safety Training Education Platform (STEP) is our proprietary learning management system (LMS) that supports your safety program, provides real-time access to your loss control plans and keeps employees up to date with the latest safety standards.

Key Benefits of Gallagher STEP

- **Register** for up to 10 complimentary modules every year from a library of over 100 training and safety shorts. In addition, monthly bulletins are available, covering topics such as general and environmental safety, human resources, and health and wellness.
- **Save** valuable time by assigning employee training and monitoring their latest progress and completion.
- **Simplify** the process of training to stay in compliance and avoid costly penalties.
- **Onboard and train** an unlimited number of users while enhancing your overall risk control program.
- **Customize** your platform with your company's logo, training content and modules tailored to your business, and personalized procedures and forms for an added fee.

Please visit ajg.com/us/gallagher-step/ to learn more.

Most Popular Training Modules

- Sexual Harassment and Discrimination
- Slip, Trip and Fall Training
- Electrical Safety Training
- Back Safety Training
- Bloodborne Pathogens
- Safe Lifting Practices
- Defensive Driving Basics
- Fire Prevention Basics
- Personal Protective Equipment
- GHS Hazard Communication



Gallagher CORE360® is our unique, comprehensive approach of evaluating your risk management program that leverages our analytical tools and diverse resources for custom, maximum impact on six cost drivers of your total cost of risk.

Sample of Available Training Modules and Safety Shorts

Human Resources Training

- Americans with Disabilities Act (ADA)
- California Ethics
- California Sexual Harassment & Discrimination—Employees (English and Spanish)
- California Sexual Harassment and Discrimination—Supervisors (English and Spanish)
- Connecticut Sexual Harassment Prevention and Response
- Diversity
- Drug-Free Workplace—Supervisor
- Ethics in Action
- Fair and Accurate Credit Transaction Act (FACTA)
- Family Medical Leave Act (FMLA)
- Interviewing Strategies
- Job Applications
- Maine Sexual Harassment Prevention and Response
- Personnel Files
- Sensitivity Basics: Creating Positive Working Relationships
- Sexual Harassment and Discrimination—Employees
- Sexual Harassment and Discrimination—Supervisors
- New York City Sexual Harassment and Discrimination—Employees (English and Spanish)
- New York City Sexual Harassment and Discrimination—Supervisors (English and Spanish)
- New York State Sexual Harassment and Discrimination—Employees (English and Spanish)
- New York State Sexual Harassment and Discrimination—Supervisors (English and Spanish)
- Smart Hiring
- Smart Risk Management—Core Principles
- Theft
- Unsafe Acts
- Violence Prevention
- Workers Compensation Essentials
- Workplace Investigations Basics
- Wrongful Termination

Safety Training

- Accident Investigation Techniques
- Asbestos Awareness (General Industry)
- Basic Conveyor Safety
- Bloodborne Pathogens (English and Spanish)
- Creating a Safe Holiday Celebration
- Common Fire and Life Safety Hazards
- Continuity of Operations Planning
- Defensive Driving—Accident Scene Management
- Defensive Driving—Backing Safely, R is for Reverse
- Defensive Driving Basics—Part I (English and Spanish)
- Defensive Driving—Changing Lanes Safely
- Defensive Driving—Driving Safely in School Zones
- Defensive Driving—General Auto Risk Management
- Defensive Driving—Intersections
- Defensive Driving—Reducing Deer-Related Incidents
- Defensive Driving—Safe Following Distance
- Defensive Driving—Spring Weather Conditions
- Defensive Driving—Winter Weather Conditions
- Determining the Root Cause of Accidents
- Disaster Planning 101
- Electrical Safety (English and Spanish)
- Ladder Safety
- Employee and Family Disaster Planning
- Evacuation Planning and Procedures
- Fire Prevention Practices (English and Spanish)
- Forklift Safety Basics for General Industry
- Hazard Communication (English and Spanish)
- Hearing Protection
- Housekeeping—Custodial, Safe Housekeeping Practices
- Identifying Strain and Exertion Exposures (English and Spanish)
- Lead-Based Paint
- Lockdown Procedures
- Lockout/Tagout (English and Spanish)
- Machine Guarding (English and Spanish)
- Means of Egress (English and Spanish)
- Mold
- Office Ergonomics Defined
- Office Ergonomics—Working in Comfort
- Office Workstation Safety
- Office Workstation Safety for Supervisors
- Personal Protective Equipment (English and Spanish)
- Portable Fire Extinguishers I
- Portable Fire Extinguishers II
- Power Tool Safety
- Preparation for Physical Activity
- Preventing Back Injuries (English and Spanish)
- Preventing Slips, Trips and Falls (English and Spanish)
- Preventing Injuries When Lifting, Moving and Transferring Residents
- Safety Pays for Life
- Temp Staffing Services. Employee Safety Orientation (English and Spanish)

Safety Shorts

Two safety shorts are considered one module selection.

- Bloodborne Pathogens
- Electrical Safety
- Emergency Procedures
- Fire Prevention and Protection
- Hand and Power Tools
- Hazard Communication
- Housekeeping/Custodial—Before You Start
- Housekeeping/Custodial—Cleaning by Hand
- Housekeeping/Custodial—Emptying Trash
- Housekeeping/Custodial—Mopping and Emptying Buckets
- Housekeeping/Custodial—Preventing Slips, Trips and Falls
- Housekeeping—General
- Ladder Safety
- Lockout/Tagout
- Personal Protective Equipment
- Safe Lifting Practices
- Slip, Trip and Fall

The Gallagher Way.
Since 1927.

Please visit ajg.com/us/gallagher-step/ to learn more.

Insurance brokerage and related services provided by Arthur J. Gallagher Risk Management Services, LLC.
(License Nos. 100292093 and/or 0D69293).

© 2023 Arthur J. Gallagher & Co. All rights reserved.
GGB43790

V.I. Property, Casualty, Liability, and Cyber
Insurance - Fiscal Year 2026



Board Meeting Date: 5/20/2025

Title: Property, Casualty, and Liability Insurance Renewal – Fiscal Year 2026

Type: Discussion

Presenter(s): Mert Woodard – Director, Finance & Operations

Description: In December 2015, the School Board awarded the District’s property, casualty, and liability insurance contract to the Minnesota Insurance Scholastic Trust (MIST). MIST provides the benefit of self-insurance cooperative purchasing, with 28 school districts currently participating in the MIST program. Any remaining funds at the end of a claim year are distributed among member districts. The overall insurance market hardened significantly post-COVID, particularly due to elevated inflation, increased property values, and greater losses after the return to normal. Although the market has softened slightly in the last year, the aforementioned factors, coupled with the District’s loss experience, have resulted in significant increases to the District’s premiums over the last 3 years. The District’s renewal for the July 1, 2025 to June 30, 2026 period is a 19.0 percent increase over the prior year, or \$203,466. During the District’s initial budget development that took place in the fall of 2024, the administration assumed a 25.0 percent increase.

The administration plans to recommend continuing its membership in MIST for fiscal year 2026 at the June 9, 2025 Regular Meeting.

Recommendation: There is no recommended action.

Desired Outcomes from the Board: Discuss the MIST property, casualty, liability, and cyber insurance renewal for fiscal year 2026.

Attachments:

1. MIST Full Membership Renewal Presentation – Fiscal Year 2026
2. MIST Insurance Policy Pricing List – Fiscal Year 2026



Minnesota Insurance Scholastic Trust

MIST Full Membership Renewal Meeting

May 13, 2025



Minnesota Insurance Scholastic Trust

Introduction & Welcome



Minnesota Insurance Scholastic Trust

Roll Call

Today's Agenda



- I. **Introduction and Welcome** (*Kent Fritze*)
- II. **Roll Call**
- III. **Approval of the Agenda** → motion required
- IV. **Public Comments**
- V. **Approval of Meeting Minutes (December 16, 2024)** → motion required
- VI. **Chairperson's Report** (*Kent Fritze*)
- VII. **Treasurer's Report for March 31, 2025** (*Lisa Johnson - Artex*)
- VIII. **Claims Administration Presentation** (*Gallagher Bassett – Emily Wells, Michael Grasso*)
- IX. **Program Administrator's Report** (*Gallagher/RPA team*)
 - I. Administrator's report
 - II. State of the Insurance Market Update
 - III. Program Administrator's Annual Renewal Presentation
 - I. Higher Cyber Limits Available
- X. **Other Matters**
 - I. Executive Committee Election – 1 Open Positions → motion required
 - I. Kim Sandry – Returning Board Member
 - II. One Vacant Position
 - II. TEAM Platform Overview (*Wesley Ahrens*)
- XI. **Future Meeting Date:**
 - I. Midterm Review – December 16th, 2025 – Virtual via Teams
- XII. **Adjournment** → motion required



Minnesota Insurance Scholastic Trust

Approval of the Agenda **Motion Required**



Minnesota Insurance Scholastic Trust

Public Comment



Minnesota Insurance Scholastic Trust

Approval of the Meeting Minutes – December 16, 2024

Motion Required



Minnesota Insurance Scholastic Trust

Chairperson's Report

MIST Chairperson: Kent Fritze, Park Rapids Area Schools

Chairperson Report

What MIST is about



- MIST is Member-Owned & Operated, every members gets a **vote**.
- MIST does **not** drop members, we help them.
- Net Position from 3/31/25 = **\$4,030,121** (→ **steady & healthy growth**)
- Program is **100% transparent**, all financials, rates, fees and commissions are disclosed to all members.
- All MIST Members continues to enjoy **comprehensive Cyber Limits with optional additional**
- Comprehensive **loss control** services – TEAM Online Platform, GB risk consultations
- MIST provides members surplus distributions **\$375,703** to date

MIST's 12th year of service to Minnesota Schools!

Your MIST Executive Committee



MIST Position	Name	Member District
MIST Chairperson	Kent Fritze	Park Rapids Area Schools
Vice Chairperson	Kim Sandry	MACCRAY Public School District
Treasurer	Mike Kelley	Randolph School District
Board Member	Sarah Slaby	Winona Area Public Schools
Board Member	Kara Lundin	Grand Rapids School District
Board Member	Mert Woodard	Edina School District



Minnesota Insurance Scholastic Trust

Treasurer's Report

LISA JOHNSON - ARTEX

Statement of Net Position

As of March 31, 2025



	<u>March 31, 2025</u>	<u>June 30, 2024</u>
Assets		
Cash	\$ 6,742,840	\$ 3,978,290
Contributions Receivable	622	-
Excess Insurance Recoveries Receivable	72,290	53,592
Deductible Receivable	246,318	131,333
Aggregate Excess Receivable	87,413	13,847
Other Receivables	-	1,063,017
Total Assets	<u>\$ 7,149,484</u>	<u>\$ 5,240,079</u>
Liabilities and Net Position		
Liabilities		
Accounts Payable and Other Accrued Expenses	\$ 1,567	\$ 69,581
Prepaid Premium, Members	-	1,063,017
Reserve for Outstanding Losses	1,830,797	1,352,090
Reserve for IBNR Losses	1,286,999	929,490
Total Liabilities	<u>\$ 3,119,363</u>	<u>\$ 3,414,177</u>
Net Position		
Retained Loss Fund FY 16-17	-	-
Retained Loss Fund FY 17-18	262,227	262,227
Retained Loss Fund FY 18-19	66,447	35,289
Retained Loss Fund FY 19-20	41,292	41,292
Retained Loss Fund FY 20-21	653,462	864,249
Retained Loss Fund FY 21-22	-	-
Retained Loss Fund FY 22-23	159,036	76,502
Retained Loss Fund FY 23-24	270,214	-
Retained Loss Fund FY 24-25	1,488,034	-
Corridor Fund FY 24-25	301,587	-
Contingency Fund	524,449	524,449
Unallocated Surplus	263,373	21,896
Total Net Position	<u>\$ 4,030,121</u>	<u>\$ 1,825,902</u>
Total Liabilities and Net Position	<u>\$ 7,149,484</u>	<u>\$ 5,240,079</u>

The financial information contained in this report was prepared by Artex Risk Solutions, Inc. in its capacity as administrator of MIST. The information contained in this report is solely for the information and use by the management of MIST and is not intended to be used, and should not be used, by any other party.

Statement of Revenues, Expenses and Changes in Net Position



	Year-to-Date July 1, 2024 - March 31, 2025	Prior Year July 1, 2023 - June 30, 2024	Budget for 7/1/2024 - 6/30/2025	
			Total, Including New Members	Actual YTD Over/(Under)
Operating Revenues				
Premium Contributions	6,790,581	6,853,952	6,772,914	17,667
Broker and Pool Management Contributions	574,797	534,184	574,797	-
Loss Fund Contributions	2,896,416	2,125,000	2,896,416	-
Corridor Contributions	301,587	-	301,587	-
Operating Fund Contributions	78,303	100,123	78,303	0
Total Contributions	10,641,684	9,613,259	10,624,017	17,667
Premiums to Excess Insurance Carriers	6,790,606	6,853,952	6,772,914	17,692
Net Operating Revenues	3,851,078	2,759,307	3,851,103	(25)
Operating Expenses				
Incurred Losses				
Loss Fund Incurred Losses				
Paid Losses	776,353	1,888,122	2,896,416	(2,120,063)
Change in Case Reserves	478,707	391,356	-	478,707
Change in IBNR	357,510	479,681	-	357,510
Deductible Reimbursement	(114,985)	(147,247)	-	(114,985)
Excess Insurance Reimbursement	(97,978)	(286,876)	-	(97,978)
Excess Aggregate Reimbursement	(101,710)	(149,077)	-	(101,710)
Subrogation Recoveries	(58,762)	-	-	(58,762)
Other Recoveries	(3,874)	(47,822)	-	(3,874)
Net Loss Fund Losses and Loss Expense	1,235,261	2,128,137	2,896,416	(1,661,155)
Corridor Incurred Losses				
Paid Losses	-	-	301,587	(301,587)
Change in Case Reserves	-	-	-	-
Change in IBNR	-	-	-	-
Net Corridor Incurred Losses	-	-	301,587	(301,587)
Total Net Losses and Loss Expense	1,235,261	2,128,137	3,198,003	(1,962,742)
Broker and Pool Management Fees				
Management Fees	375,221	349,783	375,207	14
Claims Processing	123,809	154,161	164,770	(40,961)
Loss Control Fees	34,800	30,240	34,820	(20)
Total Cost of Broker and Pool Management Fees	533,830	534,184	574,797	(40,967)

Statement of Revenues, Expenses and Changes in Net Position



	Year-to-Date July 1, 2024 - March 31, 2025	Prior Year July 1, 2023 - June 30, 2024	Budget for 7/1/2024 - 6/30/2025	
			Total, Including New Members	Actual YTD Over/(Under)
Total Operating Expenses	<u>1,834,144</u>	<u>2,755,773</u>	<u>3,849,962</u>	<u>(2,015,818)</u>
Operating Income	<u>2,016,934</u>	<u>3,535</u>	<u>1,141</u>	<u>2,015,793</u>
Interest Income	<u>187,285</u>	<u>131,466</u>	<u>-</u>	<u>187,285</u>
Change in Net Position Before Member Dividends	<u>2,204,219</u>	<u>135,001</u>	<u>1,141</u>	<u>2,203,078</u>
Member Dividends	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Change in Net Position	<u>\$ 2,204,219</u>	<u>\$ 135,001</u>	<u>\$ 1,141</u>	<u>\$ 2,033,485</u>
Net Position - Beginning	<u>1,825,902</u>	<u>1,690,901</u>	<u>1,825,902</u>	
Net Position - Ending	<u>\$ 4,030,121</u>	<u>\$ 1,825,902</u>	<u>\$ 1,827,043</u>	



The financial information contained in this report was prepared by Artex Risk Solutions, Inc. in its capacity as administrator of MIST. The information contained in this report is solely for the information and use by the management of MIST and is not intended to be used, and should not be used, by any other party.

\$2,204,219
Net Position Increase

\$4,030,121
Net Position



Minnesota Insurance Scholastic Trust

Gallagher Bassett TPA - Claims Report

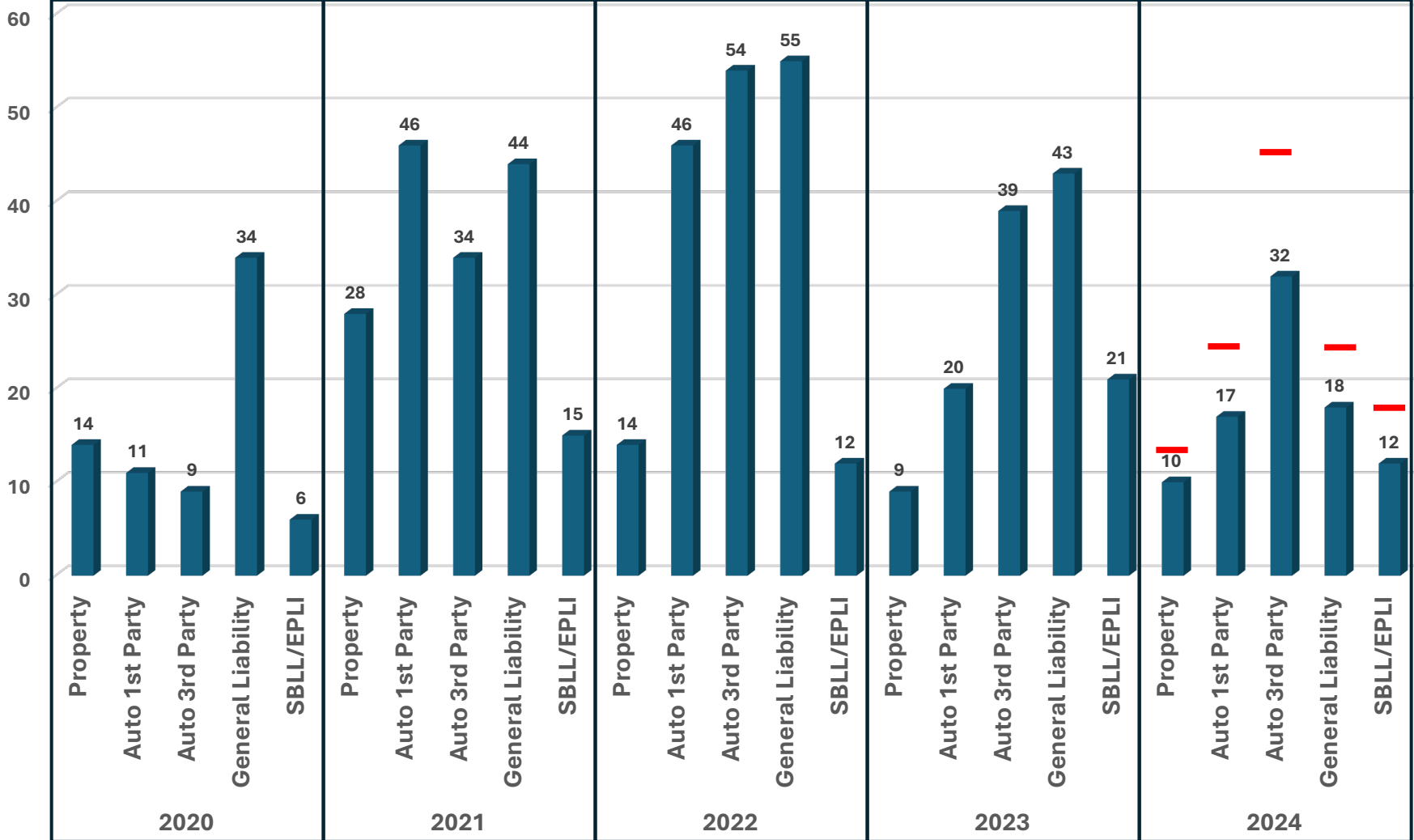
EMILY WELLS, MICHAEL GRASSO - GALLAGHER BASSETT

Topics to Be Covered

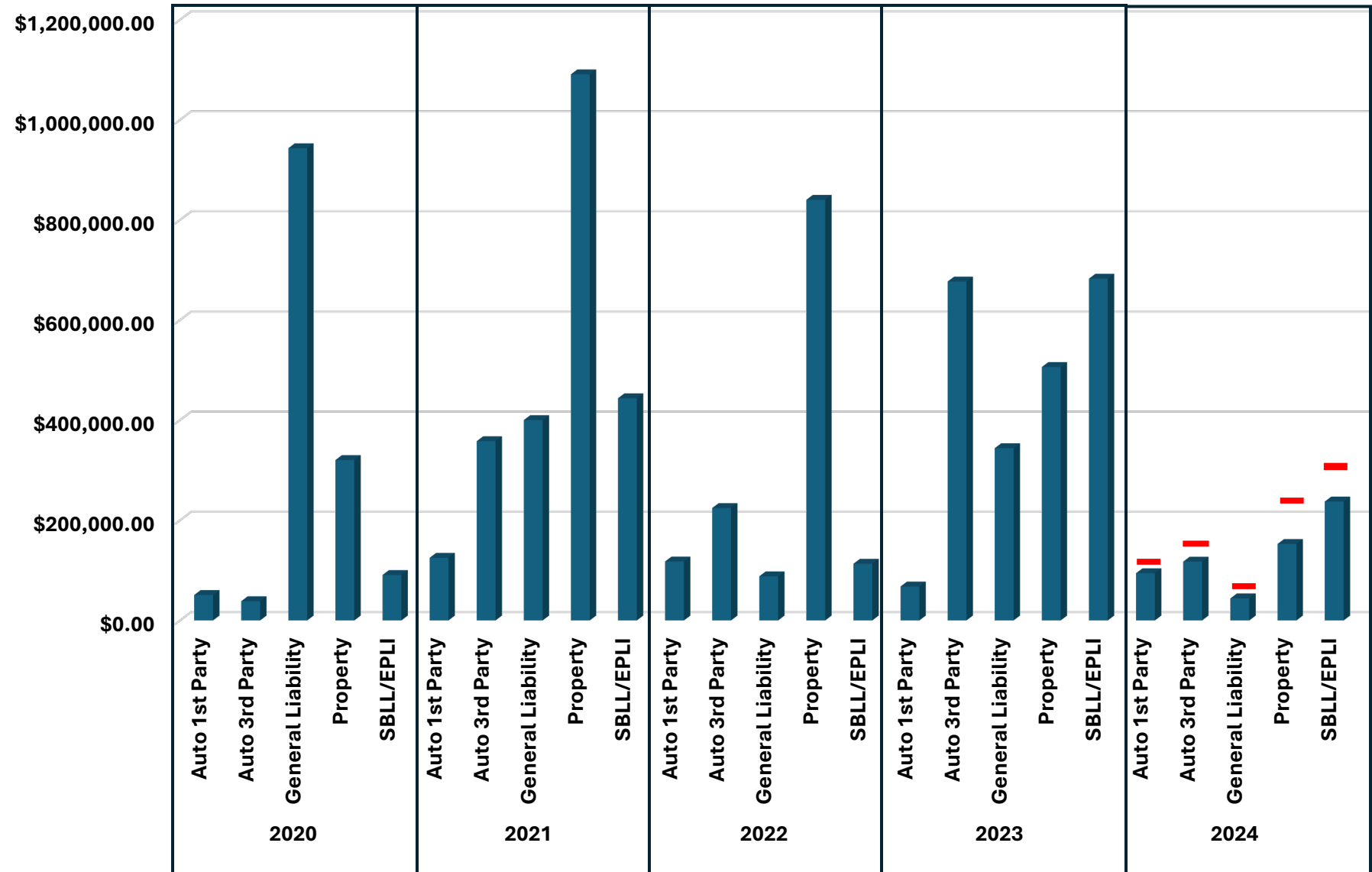
- Introductions
- Claims Data Highlights
- Renewal Discussion
- Nurse Triage Review
- Team Updates



5-Year Claim Frequency



5-Year Claim Severity



5-Year Top Types of Claims

Auto - 77% involve busses; 23% involve other vehicle type

Liability

Liability Claim Type	# of Claims	Average Cost per Claim
Slip/Trip/Fall	93	\$ 6,193
Student injury	53	\$ 1,091
Alleged Discrimination-student	21	\$ 25,382
Alleged Discrimination-employee	19	\$ 34,188
Property Damage	17	\$ 2,413

Property

Property Claim Source	# of Claims	Average Cost per Claim
Sprinkler Leak/Pipe Burst/Water Backup	24	\$ 46,596
Vehicle damage	24	\$ 3,498
Windstorm	16	\$ 37,256
Fire	9	\$ 27,005
Vandalism, Theft-Vehicle	9	\$ 2,855

Liability Nurse Review

KEY BENEFITS OF OUR SOLUTION



Expert Medical Review:

Experienced nurses opine on medical causation, evaluate care appropriateness, and identify pre-existing conditions to analyze damages.



Enhanced Efficiency for RMs:

Our solution delivers comprehensive reports that save RMs significant time and effort, allowing them to focus on developing effective claim strategies and resolutions.



Informed Negotiations:

Our in-depth analysis and clinical insights improve reserve accuracy and timeliness, streamline decision-making, and strengthen negotiating position.



Significant Cost Savings:

Our solution will result in lower expenses and settlement costs by enabling our RMs to effectively negotiate settlements based on the analysis and clinical insights.

RECOMMENDED REFERRAL CRITERIA



Medical Bill Analysis

Comprehensive medical bill analysis and comparison against Usual & Customary (U&C) rates for cases with medical specials or bills greater than \$20,000.

\$150 per package review



Clinical Review

Detailed review of medical bills by clinical nurses applies when demand is greater than \$350,000 and/or medical specials exceed \$100,000. Or there are allegations of:

- Surgery, complications, or prolonged treatment and/or pre-existing conditions
- Wage loss or potential future wage loss
- Serious injuries such as traumatic brain injuries, paralysis, amputation, and/or psychological injuries

\$130 per hour (full cost estimate provided)

GB Claims Team

Client Services

*Emily Wells

Director, Client Services
Direct Dial: 630-285-3857
Emily_Wells@gbtpa.com

*Michael Grasso

Sr Client Services Manager
Direct Dial: 765-716-4073
Michael_Grasso@gbtpa.com



School Board Legal Liability

Karleigh Bava

Branch Manager
Direct Dial: 630-282-8546
Karleigh_Bava@gbtpa.com

*Don Geiner

Supervisor
Direct Dial: 248-452-6035
Don_Geiner@gbtpa.com

Doris Chester

SBLL Resolution Manager
Direct Dial: 630-282-0864
Doris_Chester@gbtpa.com

Auto Liability, GL, & Property

Scott Nielsen

Supervisor
Direct Dial: 763-416-8938
Scott_Nielson@gbtpa.com

*Meaghan Haack

Sr. Resolution Manager
Direct Dial: 763-416-8933
Meaghan_Haack@gbtpa.com

Melanie Greening

Sr. Resolution Manager
Direct Dial: 763-416-8943
Melanie_Greening@gbtpa.com

*Cindy Hernandez

Resolution Manager
Direct Dial: 763-416-8933
Cindy_Hernandez@gbtpa.com

*Denotes change

THANK YOU AND HAVE A GREAT SUMMER!



Minnesota Insurance Scholastic Trust

Administrator's Report

JACK KURCAB, SAMUEL DING, NICK LANO

Minnesota Insurance Scholastic Trust

Brokerage & Administration Team



RPA / Gallagher Team

Name/Title	Phone/Alt. Phone	Email
Jack Kurcab – Vice President, Program Administration & Brokerage	630-634-4036	Jack_Kurcab@rpadmin.com
Nick Lano – Area Vice President	952-556-6292	Nick_Lano@ajg.com
Samuel Ding – Assistant Program Director	617-678-5360	Samuel_Ding@rpadmin.com
Laura O'Malley – Executive Program Manager	630-228-6717	Laura_OMalley@rpadmin.com
Marissa Hermle – Client Service Manager II	630-285-4252	Marissa_Hermle@rpadmin.com
Katie Navin – Senior Client Service Manager	630-228-6665	Katie_Navin@rpadmin.com



Administrator's Report

January, February, March, April, May 2025

- Coordinated and prepared for Executive Committee meetings
- Reviewed online Questionnaires/Changes and followed up with members regarding outstanding information missing as well as supplemental applications.
- Prepared submissions to markets
- Met with carriers to discuss 2025-2026 targets
- Prepared and submitted renewal requests to carriers for P&C
- Prepared and submitted renewal requests to carriers for E&O and Crime
- Prepared Property/Casualty Renewal proposal for Executive Committee Meeting
- Compiled Property/Casualty data and submitted it to Casualty Actuarial Consultants for preparation of the program actuarial report, funding levels and premium allocations
- Prepared and set up meeting packets
- Worked with MIST Treasurer Artex to finalize 2025-2026 Operating Budget
- Negotiated renewal terms and conditions with carriers
- Placed Several Builders Risk Policies for Members
- Presented and coordinated pre-renewal meeting with MIST Executive Committee
- Reviewed, responded and subsequently issued Certificates of Insurance on behalf of MIST Members.
- Reviewed and answered coverage questions from MIST Members
- Reviewed contracts as needed
- Settlement notification sent out regarding claims meetings
- Secured vendor renewal contracts for 2025
- Worked with program attorney to create a Minnesota Wrongful hiring/firing guidebook
- Organize TEAM platform walkthrough and video with Ambridge TEAMS platform
- Sent out claims mouse pads to membership
- Processed change endorsements
- Continue working with potential new member additions



Our Business Partners




Pool Administration & Brokerage

 
Insurance | Risk Management | Consulting

Online Loss Control

TEAM Platform
Train • Educate • And • Manage

Local Agent Presence


Insurance | Risk Management | Consulting

Property Appraisal Services




Pool Legal Counsel



M.I.S.T.
Minnesota
Insurance
Scholastic
Trust

**MIST
Executive Committee**
(comprised of 6 MIST districts)

Claims Administration & Onsite Loss Control


GALLAGHER
BASSETT
GUIDE. GUARD. GO BEYOND.

Cyber Resources & CybSafe



Pool Treasurer



Pool Auditor

**MATHIESON
MOYSKI-AUSTIN
& Co., LLP**
Accountants and Advisors

Advantages of MIST



- Program Stability
- Growth and Retention of Surplus
- Greater Purchasing Power & Market Leverage
- Claims Expertise
- Proactive Loss Control

- Expert Team and Partners
 - GB- Dedicated Claims Adjusters
 - NRC- Claim Advocacy
 - GB- Loss Control Experts
- Value Added Resources
 - CFC Cyber Resources (Optional Limits)
 - TEAM Module Trainings
 - Program Partners (CBIZ Appraisal)
 - Expertise in K-12 Education
- Member Communication and Education
 - Individual District Meetings
 - Educational Whitepaper & Resources
 - Wrongful Hiring/Firing Guidebook
- Access to Cutting Edge Technology & Innovations
 - MIST Claims Directory
 - RiskPartner
 - Actuarial Analytics

MIST Claims Directory



What does it do?

- Provides **easy guidance** when it comes to **MIST's** claims reporting processes.
- Making the claims process **easier** and more **accessible** during emergency times.
- Reliable during **Cyber attacks**

! These have been shipped to your locations on file!





Minnesota Insurance Scholastic Trust

2025 – 2026 Exposure Update

JACK KURCAB, NICK LANO, SAMUEL DING

Minnesota Insurance Scholastic Trust

Renewal Statistics - Annualized



	2024-2025	2025-2026	% Change
Members	28	28	0%
Total Insured Values	7,609,534,250	8,057,791,789	5.9%
Student Count	92,278	91,862	(0.5%)
Vehicle Count	747	752	0.7%



Expiring exposure/premiums/loss funds are annualized in order to get a true comparison of the pool's renewal costs

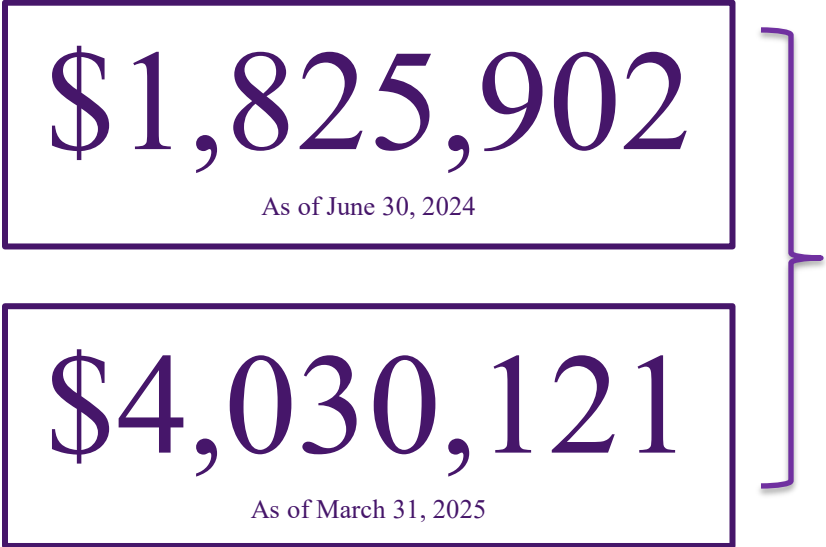
MIST Membership



ACGC Public Schools
Albert Lea
Austin Public Schools
Belle Plaine Public Schools
Breckenridge Public Schools
Eastern Carver County Schools
Edina Public Schools
Elk River Area School District
Fillmore Central School District
Floodwood School District
Grand Rapids
Greenway Public Schools
Hastings Public Schools
LeRoy-Ostrander Public Schools
LeSueur-Henderson Public Schools
MACCRAY Public School District
Maple Lake Public Schools
New London Spicer Schools
New Prague Area Schools
Park Rapids Area Schools
Randolph School District
South St. Paul
SouthWest Metro
St Louis Park Public Schools
Waconia Independent School District
Watertown-Mayer Public School
White Bear Lake
Winona Area Public Schools

MIST Net Position

As of 3/31/2025



+\$2,204,219

Retained Carrier Profit





Minnesota Insurance Scholastic Trust

State of the Marketplace Update

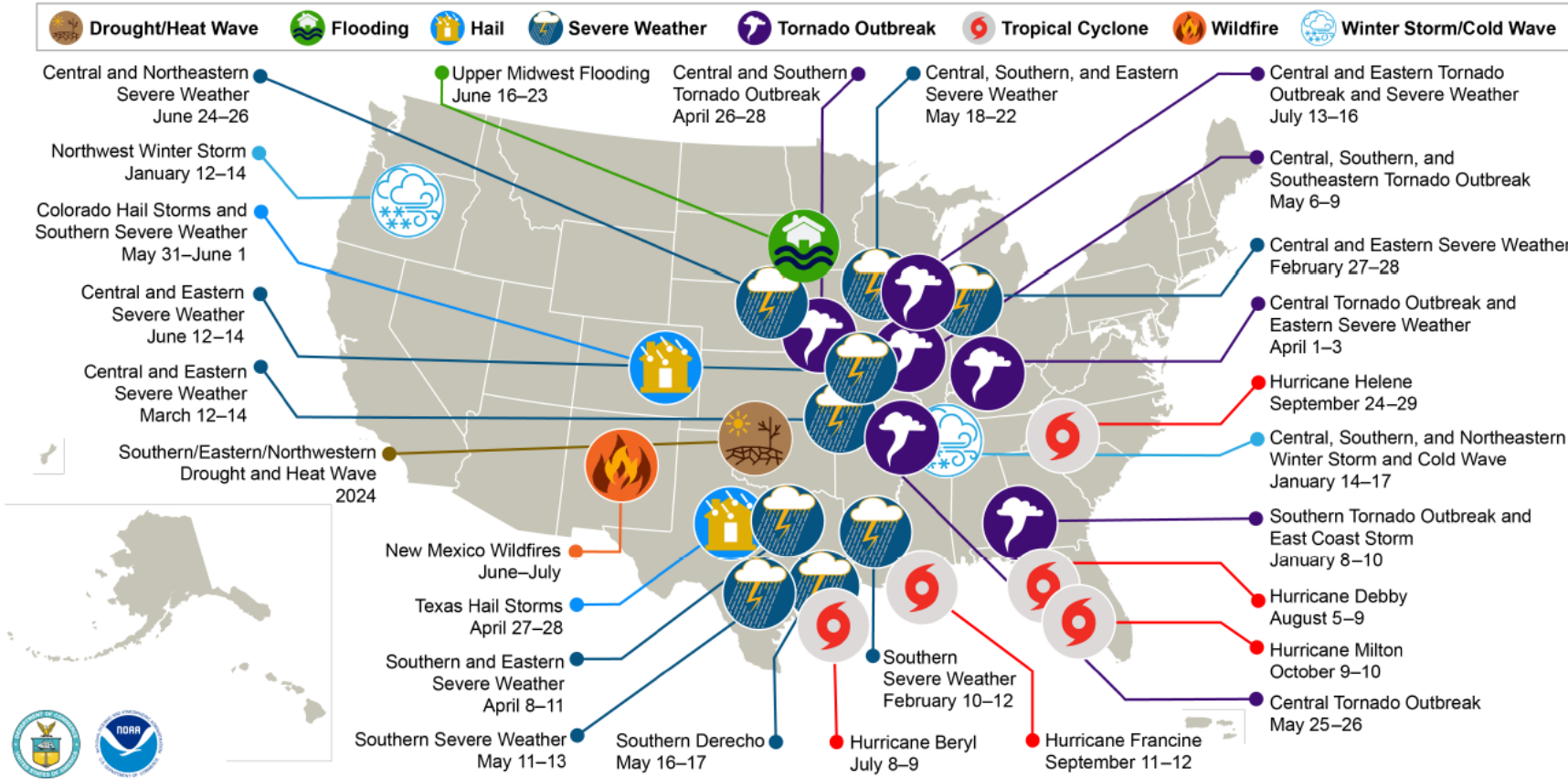
State of the Marketplace



Property is starting to show signs of stabilization for “clean” risks

- **Catastrophic losses** disrupts market capacity and underwriting guidelines
 - **CA Wildfires** leads to **\$280B** in economical loss
- **Severe Convective Storm** → No.1 loss leader in the US
- Push for higher **wind/hail deductible** continues in Minnesota
- Marketplace remains **limited** for public entities to obtain capacity
- Risk with losses still seeing **double digit** increases
- Scrutiny in values continues – importance of **proper valuations**
- Ongoing uncertainty with **impacts of Tariffs**

2024 US Billion Dollar Weather & Climate Events



This map denotes the approximate location for each of the 27 separate billion-dollar weather and climate disasters that impacted the United States in 2024

17 SCS | 1 Drought

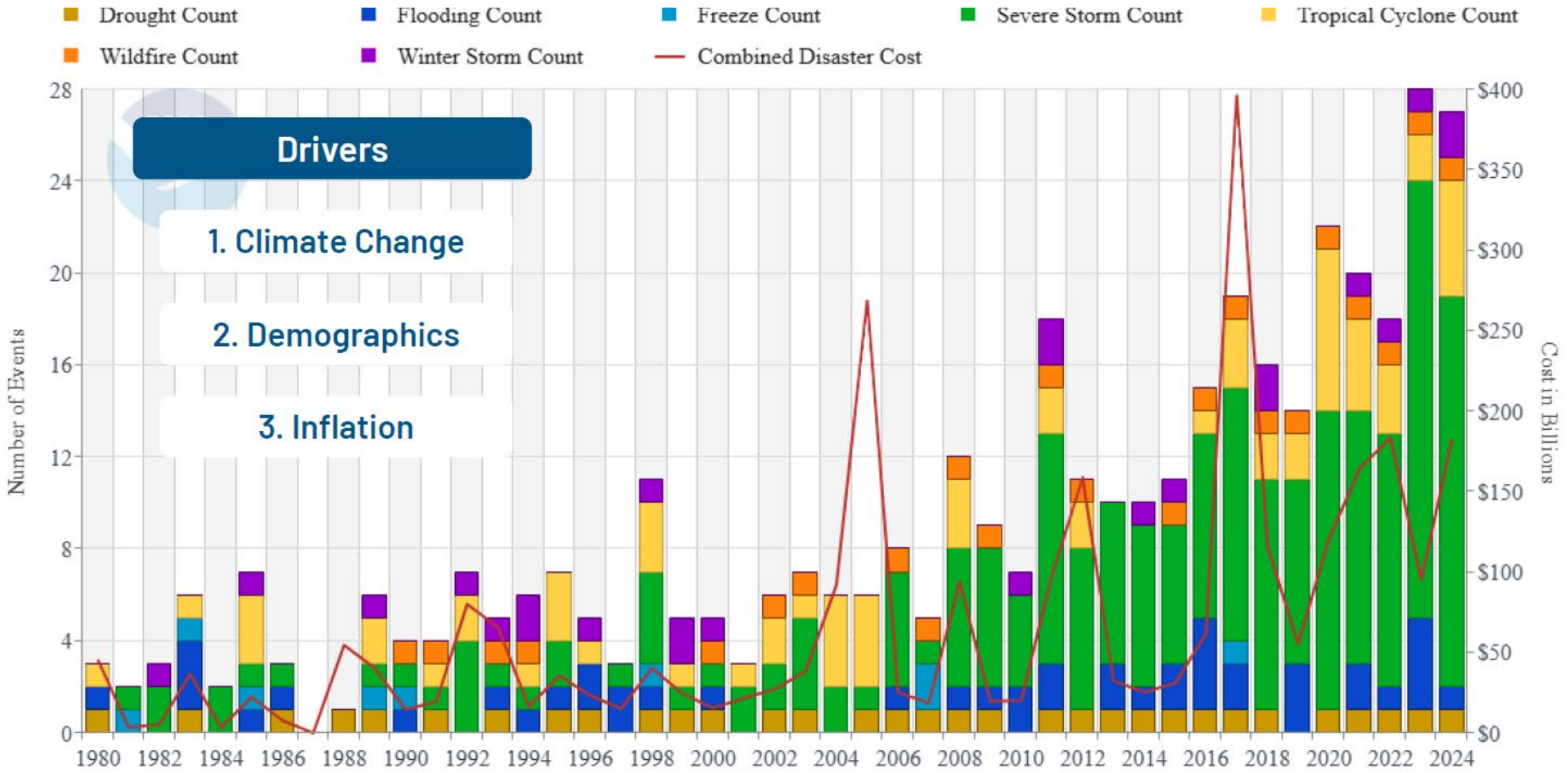
5 Hurricane/Typhoon

1 Wildfire | 1 Flooding

2 Winter Storm

568 Deaths

Source: <https://www.noaa.gov/access/billions>

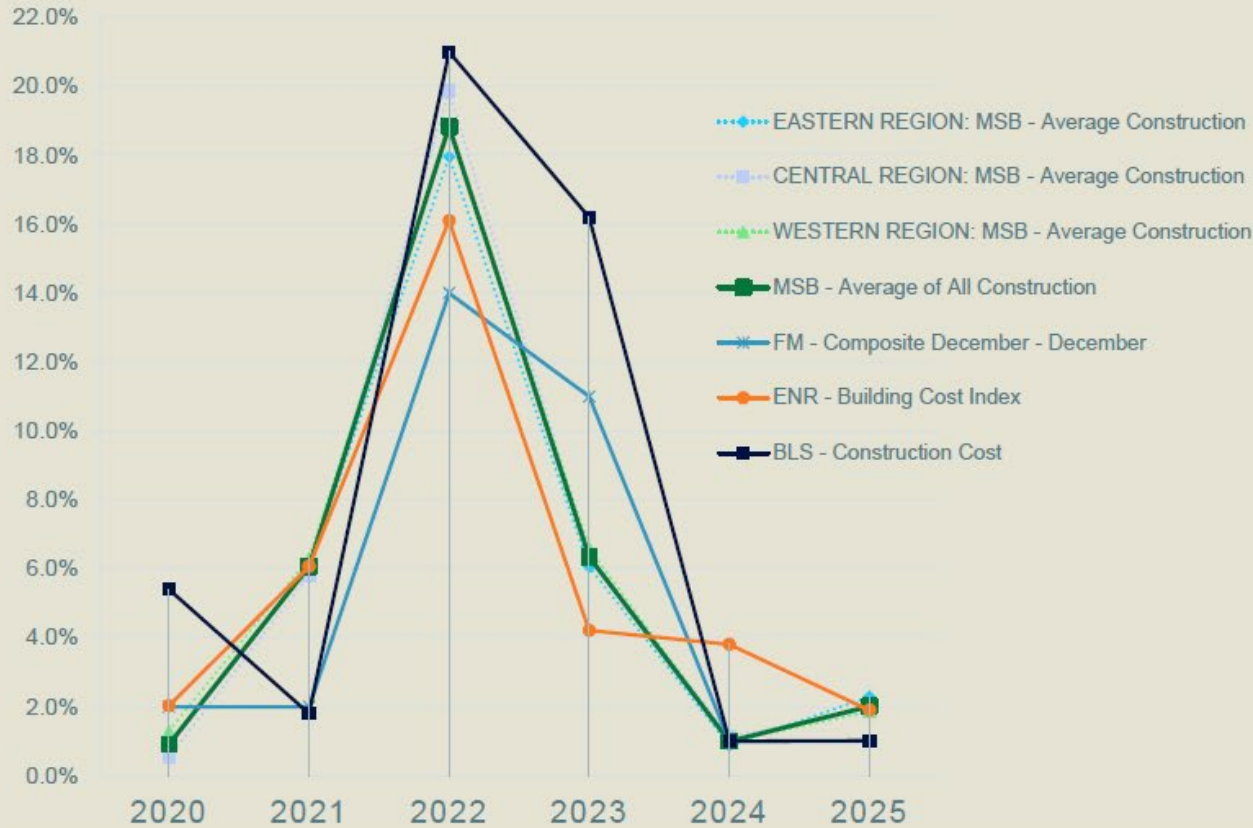


CBIZ Construction Cost Trends

April 2025



Construction Cost Trends
April Yearly



2025 Construction Cost Trends

BLS: Construction Cost
1.0%

ENR: Building Cost Index
1.9%

FM: Composite
December - December
1.0%

MSB: Average of all
Construction
2.0%

By Region

Eastern 2.3% | Central 1.9% | Western 1.9%

State of the Marketplace Continued



Casualty market becomes the **NEW** hard market

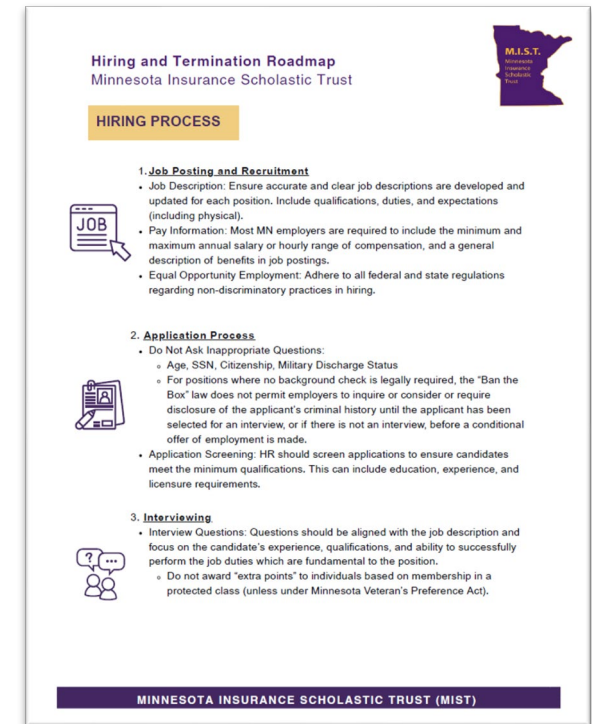
- **Nuclear Verdicts** → Re-evaluation of carrier approach and underwriting guideline
- Market capacity → **Decrease in supply while increase in demand**
- Litigious Culture and Attorney advertising → **Increased litigation and settlement amount**
- Frequency and severity of **auto** claim continues
- **Sexual abuse** remains the most important exposure in the educational industry
- **Cat losses** continue to drive the need for rate (ex abuse, drowning, sports related injuries, vehicle accidents)

Cyber market softens as more carrier players lead to **abundant capacity**

- Public entity remain highly **lucrative** for all cyberattacks
- **Highest market uncertainty** with change unpredictability → can become highly volatile over night
- AI and technological advances is a **double-edge sword**

Best Practices to Protect Against Liability

1. **Develop** Clear Policies and Procedures
2. **Implement** Safety and Training Program
3. **Conduct** Thorough Background Checks
 - MIST Wrongful Hiring/Firing Guidebook
4. **Establish** Reporting Mechanism
5. **Provide** Support Services
6. **Respond** Promptly to Allegations
7. **Review** Regularly and Update Policies



Hiring and Termination Roadmap
Minnesota Insurance Scholastic Trust

HIRING PROCESS

- 1. Job Posting and Recruitment**
 - Job Description: Ensure accurate and clear job descriptions are developed and updated for each position. Include qualifications, duties, and expectations (including physical).
 - Pay Information: Most MN employers are required to include the minimum and maximum annual salary or hourly range of compensation, and a general description of benefits in job postings.
 - Equal Opportunity Employment: Adhere to all federal and state regulations regarding non-discriminatory practices in hiring.
- 2. Application Process**
 - Do Not Ask Inappropriate Questions:
 - Age, SSN, Citizenship, Military Discharge Status
 - For positions where no background check is legally required, the "Ban the Box" law does not permit employers to inquire or consider or require disclosure of the applicant's criminal history until the applicant has been selected for an interview, or if there is not an interview, before a conditional offer of employment is made.
 - Application Screening: HR should screen applications to ensure candidates meet the minimum qualifications. This can include education, experience, and licensure requirements.
- 3. Interviewing**
 - Interview Questions: Questions should be aligned with the job description and focus on the candidate's experience, qualifications, and ability to successfully perform the job duties which are fundamental to the position.
 - Do not award "extra points" to individuals based on membership in a protected class (unless under Minnesota Veteran's Preference Act).

MINNESOTA INSURANCE SCHOLASTIC TRUST (MIST)

Take advantage of resources offered by your MIST program



Minnesota Insurance Scholastic Trust

Review of MIST Losses

Review of Significant Historical Losses

Major Claims – Over \$200,000



2015

- Bullying - **\$423,751**

2016

- Allegations of sexual abuse - **\$895,000** (3 victims)
- Roof under construction not properly sealed off by contractor - **\$356,091**
- Disability violation - **\$250,000**

2017

- Bus rollover – driver fell asleep- **\$200,071**

2019

- Civil rights case w/ African American students - **\$1,705,161**
- Hail damage to building - **\$2,149,258**
- Leaking roof caused damage to gym floor - **\$282,467**
- Copy rights violation - **\$321,550**
- Sexual Abuse - **\$320,000**
- Sexual Relation with an Athlete - **\$535,807**

2020

- Inappropriate sexual relationship with Coach - **\$535,807**
- Burst pipes caused damage to the wrestling room - **\$320,000**

2021

- Water line broke causing damage to wrestling room and gym floor – **\$343,283**
- Wind damage to roof - **\$202,716**
- Discrimination - **\$260,000**

2022

- Contractor cut hole and rain damaged gym floor - **\$241,500**
- Back-up from storm damaged gym floor - **\$222,583**

2023

- Damage from severe weather - **\$655,000**
- Driver making delivery fell backwards - **\$200,000**
- Student fell out of wheelchair after driver hit a bump - **\$430,000**
- Air exchanger malfunctioned allowing cold air in resulting in a frozen pipe - **\$295,027**
- Discrimination - **\$210,000**





Minnesota Insurance Scholastic Trust

2025-2026 MIST Renewal

Package Renewal

Lloyds of London / Ambridge



Package	2024-2025 Annualized	2025-2026	% change
Property Pool Retention	\$250,000	\$250,000	
Property Member Deductible	Various*	Various*	
Liability Pool Retention	\$250,000	\$250,000	
Property Limit	\$750,000	\$750,000	
Liability Limits	\$4M/\$8M	\$4M/\$8M	
Aggregate Stop Loss	\$2,000,000	\$2,000,000	
•Total Package Premium (excl T/F)	\$1,993,841	\$2,249,046	12.80%
•Total Loss Fund	\$2,873,526	\$3,300,000	14.80%
•Corridor	\$300,000	\$300,000	
Total including Taxes / Fee / Corridor	\$5,229,837	\$5,919,445	13.19%

Property & SBL Tiered Deductible (same as expiring)	
TIV	Deductible
Under 100M	\$10,000(Property) / \$10,000 (SBL)
101-450M	\$25,000(Property) / \$25,000 (SBL)
451M & above	\$50,000(Property) / \$30,000 (SBL)

+5.9% in TIV

Excess Property Renewal Premium



Travelers Insurance Company	2024-2025	2025-2026	% Change
Loss Limit	\$200,000,000	\$200,000,000	
Total Insured Value	\$7,609,534,250	\$8,057,791,786	+5.9%
Wind/Hail Deductible	<i>No Special Wind/Hail</i>	<i>No Special Wind/Hail</i>	
Total Premium excluding Taxes	\$3,615,249	\$4,074,713	12.7%
Rate/100 <i>excluding taxes</i>	\$0.048	\$0.051	6.4%
Total Premium with Taxes and Fees	\$3,725,862	\$4,198,584	12.7%

Sublimit Enhancements:

- Debris Removal – increase from \$500k to \$2M
- Geothermal Piping – added for \$6M
- Synthetic Turf – increase from \$5M to \$6,050,000



MIST Property/Casualty Renewal

Premium Summary



Coverage	2024-2025	2025-2026	% Change
Package with Taxes & Fees	\$2,056,311	\$2,319,445	12.8%
Excess Property	\$3,725,862	\$4,198,584	12.71%
Boiler and Machinery	\$193,714	\$205,290	6.0%
Pollution Liability	\$149,914	\$163,039	8.8%
Cyber Liability	\$606,552	\$581,882	-4.1%
RPA/Gallagher Fee	\$372,351	\$387,245	4.0%
Operating Fee	\$77,980	\$79,828	2.4%
TPA Fee	\$160,787	\$145,484	-9.5%
Loss Control	\$33,600	\$33,600	0.0%
Total Fixed Costs	\$7,377,071	\$8,114,397	10%
Variable Costs:			
Corridor	\$300,000	\$300,000	0.0%
Loss Fund	\$2,873,526	\$3,300,000	14.84%
Total with Taxes and Fees	\$10,549,859	\$11,714,397	11.04%

Overall Increase = 11.04%
Exposure Increase = 5.9%

**Premiums include taxes and fees, where applicable*

2025-2026 Program Structure



Travelers Insurance Co								Lloyds of London / Ambridge \$2,000,000 Excess of Loss Fund Protection
Excess Property \$200,000,000 Per Occurrence								
Lloyds of London / Ambridge \$750,000 Per Occurrence	Lloyds of London / Ambridge	Lloyds of London / Ambridge	Lloyds of London / Ambridge	Lloyds of London / Ambridge	Lloyds of London / Ambridge	Lloyds of London / Ambridge	Lloyds of London / Ambridge	Pool Loss Fund: Varies if new members are added
	\$4,000,000 per Occurrence / \$8,000,000 Annual Aggregate Per District	\$4,000,000 per Occurrence / \$8,000,000 Annual Aggregate Per District	\$4,000,000 per Occurrence / \$8,000,000 Annual Aggregate Per District	\$4,000,000 per Occurrence / \$8,000,000 Annual Aggregate Per District	\$4,000,000 per Occurrence / \$8,000,000 Annual Aggregate Per District	\$4,000,000 per Occurrence / \$8,000,000 Annual Aggregate Per District	\$4,000,000 per Occurrence / \$8,000,000 Annual Aggregate Per District	
All Lines Corridor: \$300,000 each occurrence/Aggregate Once corridor is eroded, Lloyds of London drops down excess of the pool SIR								
Pool SIR \$250,000 Per Occurrence	Pool SIR \$250,000 Per Occurrence	Pool SIR \$250,000 Per Occurrence	Pool SIR \$250,000 Per Occurrence	Pool SIR \$250,000 per Occurrence	Pool SIR \$250,000 Per Occurrence	Pool SIR \$250,000 Per Occurrence	Pool SIR \$250,000 Per Occurrence	
Maintenance Deductible between \$10k and \$50K depending on TIV Except APD: \$1,000	Maintenance Deductible No Deductible	Maintenance Deductible No Deductible	Maintenance Deductible No Deductible	Maintenance Deductible No Deductible	Maintenance Deductible No Deductible	Maintenance Deductible between \$10k and \$50K based on Member size	Maintenance Deductible \$2,500	
Property and Automobile Physical Damage	General Liability	Automobile Liability	Sexual Abuse	Employee Benefits	Law Enforcement	School Board Legal Liability	Crime	

MIST First Dollar / Traditional Policies



Lloyds of London / CFC

Individual Policies & Limits for each Member

Various Sublimits Apply

Deductible:
Varies by member

Cyber Liability

Liberty Mutual

\$250,000,000 Policy Limit

Various Sublimits Apply

Deductible:
\$2,500

Equipment Breakdown

Ironshore Specialty

Third Party Claim Coverage Only

No First Party Clean-up Coverage

\$3,000,000 per occurrence / \$10,000,000 Pool Aggregate

Various Sublimits Apply

Deductible:
\$25,000
Mold: \$50,000

Pollution Liability

MIST Additional Cyber Limit Available

Program Cyber Renewal = **-4.1%**

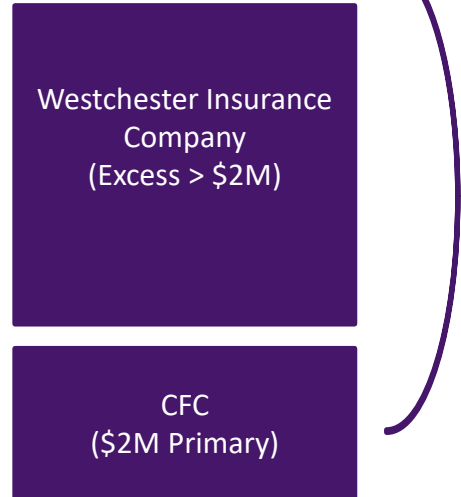
- ### Why We Recommend Higher Limits:
- ✓ Attack rates on K-12 Education have declined, however recovery costs have more than doubled
 - ✓ K-12 Mean Cost to Recover from a Ransomware Attack in 2023 - \$1.59M / K-12 Mean Cost to Recover from a Ransomware Attack in 2024 - \$3.76M
 - ✓ 95% of Ransomware Attacks to Educational organizations this past year involved an attempt to compromise backups with a 71% success rate
 - ✓ 85% of K-12 Ransomware Attacks resulted in Data Encryption prompting 62% of entities to pay the ransom

Current: \$2M total limit per member

Additional Option 1: \$1M xs \$2M = \$3M total limit

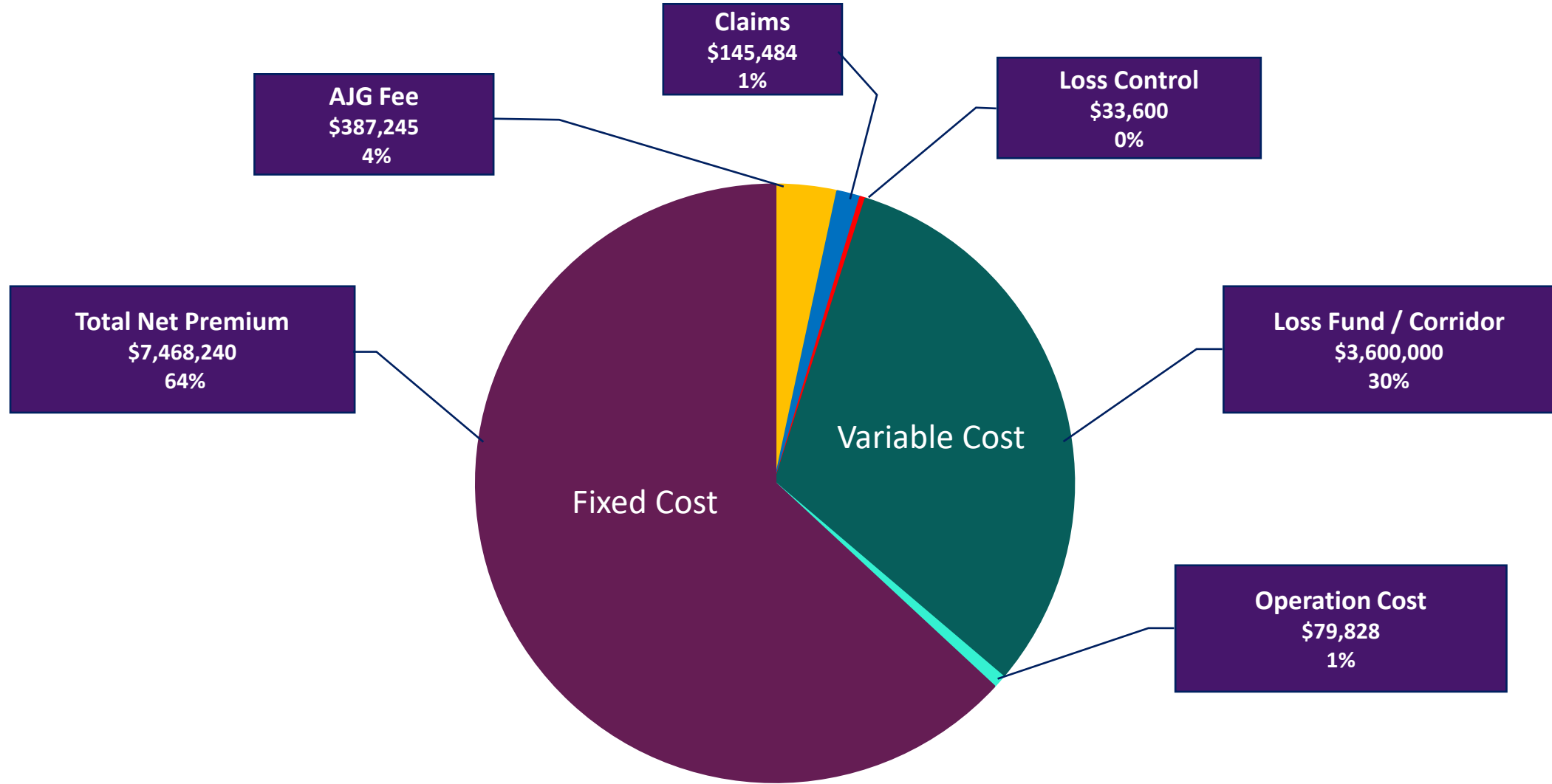
Additional Option 2: \$2M xs \$2M = \$4M total limit

Additional Option 3: \$3M xs \$2M = \$5M total limit



Please check your individual proposal for pricing options

Fixed vs Variable Cost



AJG Fee Claims Loss Control Loss Fund/Corridor Operation Costs Total Net Premium

30% Variable 70% Fixed

Excludes taxes and fees



Minnesota Insurance Scholastic Trust

Actuary Debit/Credit Report

MIST Debit / Credit for Package Premium & Loss Fund



1. # of loss years used? 5 loss years

2. Which loss years are used?

Only completed loss years are used, so that would include:

7/1/19-20, 7/1/20-21, 7/1/21-22, 7/1/2022-23, 7/1/2023-24 in the current analysis.

New Members (joining on 7/1/18 or after) – Receive no debit credit allocation for first year (receive % change of pool renewal for Package/Loss Fund)

3. What Cap (if any) is applied to individual members large losses (not the debit/credit price cap). For example, a P/C loss gets capped at the \$250,000k SIR for P/C (if that option is chosen)?

The losses in the credit-debit process are capped at the corresponding SIR – \$250,000, if recommended program is selected.

4. Are loss years used in the debit/credit calculation for years members were not in MIST or are only the years they participated in MIST used for the calculation?

Yes, non-MIST loss years are used in the process to complete the 5 years analysis.

5. What is the weighting of the debit credit system?

Similar to last year, we use a weighting of 80% loss and 20% exposure.

Property/Casualty Loss Fund & Package Premium Allocation

Actuarial Analysis - Allocation Methodology (Debit/Credit System)



- **Exposures used:**

- Total Insured Values, Student Count, Vehicle Count

- The actuarial approach to allocating the Pool's Loss Fund and Package premium will further allow MIST members to control their own destiny and pricing

Renewal debit / credit remains 15% for both Package Premium & Loss Fund



Minnesota Insurance Scholastic Trust

Allocation Methodology Review

Review of Allocation Methodology

PACKAGE AND LOSS FUND:

- Package and loss fund are allocated by the MIST actuary for current members.
- New members are quoted for the package & loss Fund based on quotes provided by the carrier.

CORRIDOR:

- Allocated based off rates provided by the carrier.

BOILER, EXCESS PROPERTY, POLLUTION

- These lines of coverage are rated on a rate per \$100 of total insured value (TIV) for each member.
- New members are quoted at that same rate.
- The rate is the same for all members.

Review of Allocation Methodology

CYBER LIABILITY

- Individual policies. Premium is designed as a group purchase, but each member's premium will vary subject to their individual security protocols and claims.

TPA COSTS – GALLAGHER BASSETT

- All members receive the same % increase or decrease for TPA costs.
- New members are charged in accordance with the per unit claim charge listed in the TPA contract applied to their 5-year average.

LOSS CONTROL

- This service is charged on a flat fee of \$1,200 per visit. Additional units can be purchased.

Review of Allocation Methodology

GALLAGHER ADMINISTRATIVE AND BROKERAGE FEE

- All members receive the same % increase or decrease for administrative/brokerage costs.
- New members are charged on a rate per student.

OPERATION FEE

- All members receive the same % increase or decrease for operation costs.
- New members are charged for operation costs based on a fixed % applied to their total contribution.
- The percentage is calculated at each renewal by dividing the operation cost into the total program contribution.



Minnesota Insurance Scholastic Trust


Other Matters

MIST Wrongful Hiring/Firing Guidebook






Hiring and Termination Roadmap

Minnesota Insurance Scholastic Trust



HIRING PROCESS

- 1. Job Posting and Recruitment**
 - Job Description: Ensure accurate and clear job descriptions are developed and updated for each position. Include qualifications, duties, and expectations (including physical).
 - Pay Information: Most MN employers are required to include the minimum and maximum annual salary or hourly range of compensation, and a general description of benefits in job postings.
 - Equal Opportunity Employment: Adhere to all federal and state regulations regarding non-discriminatory practices in hiring.
- 2. Application Process**
 - Do Not Ask Inappropriate Questions:
 - Age, SSN, Citizenship, Military Discharge Status
 - For positions where no background check is legally required, the "Ban the Box" law does not permit employers to inquire or consider or require disclosure of the applicant's criminal history until the applicant has been selected for an interview, or if there is not an interview, before a conditional offer of employment is made.
 - Application Screening: HR should screen applications to ensure candidates meet the minimum qualifications. This can include education, experience, and licensure requirements.
- 3. Interviewing**
 - Interview Questions: Questions should be aligned with the job description and focus on the candidate's experience, qualifications, and ability to successfully perform the job duties which are fundamental to the position.
 - Do not award "extra points" to individuals based on membership in a protected class (unless under Minnesota Veteran's Preference Act).




MINNESOTA INSURANCE SCHOLASTIC TRUST (MIST)

Guidebook includes:

- Hiring and termination road map
- Application of Federal & State Laws
- Guidance Check list for Hiring
- Guidance Check list for Firing
- Guidance Check list for Post-Termination



Hiring and Termination Roadmap

Minnesota Insurance Scholastic Trust



DISCIPLINE & TERMINATION ROADMAP

- 1. Performance Management.** Document, Document, Document! It is important to document any employee performance management concerns. In the event a disciplinary or termination decision is challenged, you want to be prepared with documented evidence for the decision.
 - Performance reviews should be honest, but there should also not be surprises. Employees should already know generally how they are performing.
 - Teacher performance and peer review process must generally follow Union CBA and Minnesota statute.
 - Probationary teachers must receive an initial evaluation within their first 90 days, and three times per year during the probationary period.
 - Involuntary termination should generally not be a surprise. Employees should know if they are not meeting expectations.
 - Consult Union CBA requirements before making disciplinary decisions for unionized employees. There may be a progressive discipline process.
- 2. Involuntary Termination**
 - Teacher Dismissal During Contract Year (Licensed Staff): Dismissal of a "tenured" teacher (under a continuing contract) requires notice of dismissal, a statement of charges, and a hearing before the school board or an arbitrator depending on the circumstances. (Minnesota Statute 122A.40).
 - The school board may terminate a teaching during the probationary period for cause, after a hearing held upon due notice.
 - Contract non-renewal:
 - Tenured/Continuing Contract Teachers: a continuing contract may be terminated at the close of the school year if the teacher fails to correct the deficiency after being given written notice of the specific reasons and a reasonable time within which to remedy them in the following circumstances:
 - Inefficiency in teaching or in management of a school;
 - Neglect of duty or persistent violation of school laws, rules, regulations, or directives;



MINNESOTA INSURANCE SCHOLASTIC TRUST (MIST)

Guidebook will be distributed to membership after meeting

MIST Executive Board Elections

Motion Required



1. Kim Sandry – MACCRAY Public Schools

- Returning Board Member
- Term: 6/30/2025 to 6/30/2028

2. One vacant board seat



Minnesota Insurance Scholastic Trust

TEAMS Platform Walkthrough

TEAMS Platform: Wesley Ahrens

Key Meeting Takeaways



- Property market is showing signs of softening. Casualty rapidly hardening with Cyber softening despite uncertainties.
- **No Wind/Hail deductibles for MIST, overall renewal within budget prediction**
- Corridor deductible continue to see success and pay off for renewal term negotiations
- No change to SIR or member deductibles
- **\$4,030,121 Net Position**
 - MIST was structure to pay catastrophic losses, retain underwriting profit for predictable risks
- Pools have flexibility during a “hard market” – Bring stability to marketplace change
- **Coverage enhancement available - Higher Cyber Limits (\$3M, \$4M, \$5M)**
- **MIST is YOUR program, continue our collective power and refer MIST to a friend**

Important Reminders



Sexual Abuse/Molestation:

- Report any and all incidents to MIST within 180 days of first knowledge – even if on a report only basis
- Ensure proper procedure and guidance at district with consistent training to staff

Upcoming building project?

- **Contact MIST for your Builder's Risk Policy**
- For large project (\$75M+), please engage MIST prior to engaging with a contractor, architect or project manager

Utilize and Cooperate with MIST Loss Control:

- MIST Wrongful Hiring/Firing Guidebook – **please share with all of your staff**
- MIST GB Loss Control Resource and Visits
- **“The best claim is the claim that does not happen” → focus on loss control!**





Minnesota Insurance Scholastic Trust

Future Meeting Dates

MIST Future Meeting Date



MIST Full Membership Mid-Year Meeting

December 16, 2025 @ 10am



Minnesota Insurance Scholastic Trust

Meeting Adjournment *Motion Required*



2025-2026 Pricing Sheet

Minnesota Insurance Scholastic Trust (MIST)
Edina Public Schools
 Member Cost Comparison

Coverage Description	Additional Description	2024-2025 Costs	2025-2026 Costs	% Change
Fixed Costs:				
Package Policy	Includes Property, General Liability, Auto Liability & Physical Damage, Crime, Excess Liability, EBL, Law, Abuse (2)	\$233,426.78	\$302,800.44	
Package Premium Debit/Credit	(1)	14%	15%	
Excess Property		\$343,345.98	\$372,462.93	
Boiler & Machinery		\$17,939.00	\$18,285.00	
Pollution Liability		\$13,822.33	\$14,709.14	
Risk Management Services Fee		\$34,240.28	\$35,609.88	
Claims Administration Fee		\$9,230.00	\$8,352.00	
Loss Control Services		\$1,200.00	\$1,200.00	
Operating Expense Fee		\$6,913.56	\$7,077.40	
Cyber Liability	(2)	\$51,648.80	\$49,078.98	
Total Fixed Cost		\$711,766.73	\$809,575.77	13.7%

Variable Costs:				
Loss Fund		\$330,730.00	\$436,787.00	
Loss Fund Debit/Credit	(1)	14%	15%	
Loss Fund Corridor		\$28,204.00	\$27,804.00	
Total Program Contribution on a Maximum Cost Basis		\$1,070,700.73	\$1,274,166.77	19.0%

Statistical Information				
Total Insured Values		\$701,368,189	\$714,819,233	1.9%
Total Student Count		8,755	8,895	1.6%
Total Vehicles		93	93	0.0%

Total Costs: **\$1,070,700.73** **\$1,274,166.77** **19.0%**

(1) Please note the actuarial debit/credit system for the 2025-2026 renewal is based upon your districts exposures as well as the previous 5 years of loss history (excluding the current year).

(2) 2025 Member Specific Deductibles:
 Property: \$50,000
 School Board Legal Liability: \$30,000
 Cyber Liability: \$25,000

V.J. 2025 Metro South Adult Basic Education Joint
Powers Agreement



Board Meeting Date: June 9, 2025

Title: 2025 Metro South Adult Basic Education Joint Powers Agreement

Type: Consent

Presenter(s): Dr. Anne Marie Leland, Community Education & Strategic Partnerships Director

Description: The 2025 Joint Powers Agreement for the Metro South Adult Basic Education Consortium is to cooperatively provide adult education programs and services for adults 17 years and older who are not currently enrolled in public school regular day classes. This Consortium includes the following independent school districts: Bloomington; Eden Prairie; Edina; and Richfield. The purpose of this agreement is to support collaborative, no cost, and accessible adult education for students seeking to develop their English language and basic skills, obtain their GED or Adult Diploma, or enhance essential skills for postsecondary and career opportunities.

Recommendation: Please consider approval of the request to enter into the 2025 Metro South Adult Basic Education Joint Powers Agreement.

Attachments: [2025 Metro South ABE Joint Powers Agreement](#)

V.K. Minnesota International Chinese School Room
Rental Agreement



Board Meeting Date: 6/9/2025

Title: Minnesota International Chinese School Room Rental Agreement

Type: Consent

Presenter(s): Anne Marie Leland, Director of Community Education and Strategic Partnerships

Description: The Minnesota International Chinese School and Edina Public Schools have partnered together for the past 10 years. In 2018, we agreed to a room rental agreement with MICS. This is a renewal of the agreement that combines segments of our Facilities Use Policy with standard lease language.

Recommendation: Administration recommends approval of this agreement.

Desired Outcomes from the Board: Room Rental Agreement with MICS

Attachment(s):

1. Room Rental agreement for 2025-26 (next page)

ROOM RENTAL AGREEMENT

This Room Rental Agreement (“Agreement”) and Addendum is entered into by and between Independent School District No. 273, Edina Public Schools (“District”), a political subdivision of the State of Minnesota, and the Minnesota International Chinese School (“MICS”). The District and MICS are collectively referred to as “the parties.”

WHEREAS, MICS seeks to provide high quality Chinese learning experiences for the Edina community, and has provided that service in previous years through an informal partnership with the District; and

WHEREAS, the District appreciates the efforts of MICS and wishes for these experiences to continue to be offered to the Edina community; and

WHEREAS, the Parties wish to enter into this Room Rental Agreement to formalize and clarify the relationship between the Parties, and to ensure that MICS may continue to use District facilities, when available, for the provision of its services to the community.

NOW, THEREFORE, IN CONSIDERATION OF the mutual promises contained in this Agreement and other valuable consideration, the sufficiency of which is acknowledged, the parties hereby agree as follows:

- 1. Term of Agreement.** The term of this Agreement will begin on August 30, 2025 and will automatically end on May 16, 2026. Either party may terminate this Agreement at any time, for any reason, without penalty or charge, by giving written notice to the other party. This Agreement will not automatically renew. If both Parties consent, the Parties may enter into negotiations for future rentals or alternative rental agreements
- 2. Reservation of Space.** The District’s Community Education Department, as part of its role to oversee facilities management will reserve classrooms, recreation spaces, and a storage space, (“Premises”) for up to 5 hours each Saturday that MICS is in session, up to a maximum of 31 sessions. MICS understands that, pursuant to District policy, District sponsored or related activities have first priority for all rooms and space within the District, meaning that some dates that may be requested by MICS may not be available for MICS programming. The District will endeavor to provide as much advance notice as possible when it will not be able to provide the full Premises on a specific MICS programming day.
- 3. Rental Charges.** MICS will pay the District a total of \$11,470.75 during the term of this Agreement for rental and maintenance expenses. This amount will be invoiced in 9 monthly installments by the District, and such invoices must be fully paid by MICS within 30 days of their receipt. Attached to this Agreement as Exhibit A is a breakdown of the spaces and hours to be used during this Agreement.
- 4. Alterations and Additions.** MICS may not make any alterations or additions to the Premises without obtaining prior written permission from the District. Upon termination of this

Agreement, the District may elect to keep any alterations or additions or to require MICS to remove the alterations and additions and restore the Property to its current condition.

5. Repair and Return to Current Condition. After each use of the Premises outlined in this Agreement, MICS must clear the space and return the Premises to the condition they were in when MICS arrived that day.

6. Additional Space and Charges. Additional space or rooms needed for special events, such as teacher training, field days, and graduation, should be reserved through the District Facilities Scheduler and will be subject to additional charges pursuant to District Policies regarding room rentals. The terms of this Agreement shall apply equally to all uses of District property by MICS though such room rentals.

7. Compliance with Policy 902. In making use of the Premises outlined in this Agreement, MICS must comply with all requirements and elements of School Board Policy 902, except to the extent any provisions of Policy 902 conflict with this Agreement.

8. Indemnification and Insurance.

A. Indemnification. MICS hereby agrees to defend, indemnify, and otherwise hold harmless the District, its board members, employees, agents, attorneys, and representatives against any and all claims, demands, actions, administrative proceedings, causes of action, and liability, of any nature arising out of or relating to the Agreement, provisions of MICS services, or MICS's use of the Premises. The District shall have the right to choose its own legal counsel and seek reimbursement from MICS for the cost of defending itself in any legal action or administrative proceeding arising out of or related to this Agreement. Under no circumstance will the District be liable for any damage to any personal property on the Premises if the damage arises out of or relates to MICS's use of the Premises.

B. Insurance. At its own expense, MICS must furnish public liability insurance issued by a responsible insurer indemnifying the District against any claims for personal injury, property damage, and all other forms of liability arising out of or related to MICS's use or occupancy, or both, of the Premises. The policy must name the District as an additional insured, and the insurer must agree to waive the defense of governmental immunity in the event a claim is made against the District. MICS must provide proof of insurance prior to the first scheduled use. The insurance must provide coverage of at least \$50,000 per person, \$500,000 per accident and \$50,000 property damage. The insurance policies and the companies writing them are subject to approval by the District. The insurance policy, or an addendum to the policy, must provide that it may not be modified or cancelled without thirty (30) days written notice to the District before the effective date of cancellation. MICS must not take any action, or allow any employee, agent, or representative to take any action, which will in any way impair or invalidate any insurance policy that the District maintains on the Premises.

9. Waiver of Liability. MICS hereby waives and releases any claims, liabilities, and causes of action against the District, its employees, agents, representatives, and insurers for damage to or destruction of any personal property of MICS or its staff, volunteers, or students, that is on the Premises, regardless of whether the property is owned by MICS or by others, and regardless of whether the damage is caused by an event that is covered by insurance.

10. Force Majeure. The District shall not be liable for damages due to any non-performance resulting from circumstances or causes beyond its reasonable control, including without limitation, electrical interruption lasting more than eight (8) business hours, fire or other casualty, act of God, war or other violence including terrorist acts, or any law, order or requirement of any governmental agency or authority. If the District is unable to provide space due to the reasons above, the District reserves the right to terminate this Agreement.

11. Notices. Any notice given under this Agreement is sufficient if it is in writing, legible, and delivered to the other party by hand, courier, facsimile, registered mail, certified mail, or regular mail at the address listed below for the party. Delivery is effective upon mailing.

The District:

Anne Marie Leland
Director of Community Education
and Strategic Partnerships
5701 Normandale Road
Edina, MN 55424

MICS:

Shu Zhou
Principal, MICS
P.O. Box 390423
Edina, MN 55439

12. Nature of the Relationship. The Parties enter this Agreement as independent contractors. Nothing in this Agreement may be construed to create a partnership, joint venture, or joint enterprise between the District and MICS. The Parties have no power under this Agreement to take any action that could legally bind the other. The Parties are not entering into an employment agreement or an employee-employer relationship. This Agreement is between the District and MICS, and not between either Party and any employee.

13. Sole Responsibility for Programming. MICS will retain sole responsibility for the programming that it offers, and the District shall have no role in the advertisement, registration, or provision of learning experiences for those who enroll in MICS. Employees hired by MICS are solely the employees of MICS, and are not District employees.

14. Teachers. MICS will be solely responsible for hiring and paying any staff members who provide services as a part of its programming, and none of these individuals shall be considered to be an employee of the District. MICS agrees that all staff and volunteers that provide services on the Premises must have a successful criminal background check completed and on file with MICS.

15. Assignment. This Agreement may not be assigned, in whole or in part, by either Party without the written consent of the other Party.

16. Choice of Law and Forum. This Agreement shall be governed by and construed in accordance with the laws of the State of Minnesota. The parties agree that the Minnesota state and federal courts will have exclusive jurisdiction over any dispute arising out of this Agreement.

17. Severability. If any provision of this Agreement is held unenforceable by a court of law, the remaining portions of the Agreement shall remain in full force and effect.

18. Waiver and Equal Drafting. Waiver by either party of any term or condition of this Agreement will not constitute a waiver of any other term or condition of this Agreement. If either party asserts that a provision of this Agreement is ambiguous, the Agreement must be construed to have been drafted equally by the parties.

19. Entire Agreement. The terms stated in this Agreement represent the entire agreement of the parties. Except as expressly stated in this Agreement, no party has relied on any statement, promise, inducement, or representation of the other. This Agreement supersedes any and all prior statements and agreements between the parties relating to the subject matter of this Agreement. No changes to this Agreement will be valid unless both parties agree to the change in writing. A copy of this Agreement will have the same legal effect as the original.

20. Subject to School Board Approval. The parties understand and agree that this Agreement will not be effective or binding upon the District until approved by the School Board.

By signing below, each party acknowledges that it understands and agrees to the terms set forth in this Agreement and that it has the authority to enter into this Agreement.

INDEPENDENT SCHOOL DISTRICT NO. 273

School Board Chair

Date

School Board Clerk

Date

MINNESOTA INTERNATIONAL CHINESE SCHOOL

NAME
Title: _____

Date

V.L. Minnesota Japanese School Room Rental Agreement



Board Meeting Date: 6/9/2025

Title: Minnesota Japanese School Room Rental Agreement

Type: Consent

Presenter(s): Anne Marie Leland, Director of Community Education and Strategic Partnerships

Description: The Minnesota Japanese School would like to rent space for the 2025-26 school year. This is a room rental agreement that combines segments of our Facilities Use Policy with standard lease language.

Recommendation: Administration recommends approval of this agreement.

Desired Outcomes from the Board: Room Rental Agreement with MNJS

Attachment(s):

1. Room Rental agreement for 2025-26 (next page)

ROOM RENTAL AGREEMENT

This Room Rental Agreement (“Agreement”) and Addendum is entered into by and between Independent School District No. 273, Edina Public Schools (“District”), a political subdivision of the State of Minnesota, and the Minnesota Japanese School (“MNJS”). The District and MNJS are collectively referred to as “the parties.”

WHEREAS, the Parties wish to enter into this Room Rental Agreement to formalize and clarify the relationship between the Parties, and to ensure that MNJS may use District facilities, when available, for the provision of its services to the community.

NOW, THEREFORE, IN CONSIDERATION OF the mutual promises contained in this Agreement and other valuable consideration, the sufficiency of which is acknowledged, the parties hereby agree as follows:

- 1. Term of Agreement.** The term of this Agreement will begin on August 30, 2025 and will automatically end on July 18, 2026. Either party may terminate this Agreement, for any reason, without penalty or charge, by giving 30-day advance written notice to the other party, provided that the District or MNJS may terminate this Agreement on a shorter but reasonable advanced written notice pursuant to this Agreement. This Agreement will not automatically renew. If both Parties consent, the Parties may enter into negotiations for future rentals or alternative rental agreements. Should any of the rental charges were prepaid by MNJS before the actual use of the Premises and the Agreement is terminated for any reason, the District will return any of the prepaid rental charges to MNJS upon termination of this Agreement.
- 2. Reservation of Space.** The District’s Community Education Department, as part of its role to oversee facilities management will reserve classrooms, recreation spaces, gym, cafeteria and storage space, (“Premises”) for up to six (6) hours each Saturday that MNJS is in session, up to a maximum of 38 sessions. MNJS understands that, pursuant to District policy, District sponsored or related activities have first priority for all rooms and space within the District, meaning that some dates that may be requested by MNJS may not be available for MNJS programming. The District will endeavor to provide as much advance notice as possible when it will not be able to provide the full Premises on a specific MNJS programming day.
- 3. Rental Charges.** MNJS will pay the District a total of \$ 36,269.10 during the term of this Agreement for rental and maintenance expenses. This amount will be invoiced in 12 monthly installments by the District beginning in August and due September 1, 2025, and such invoices must be fully paid by MNJS within 30 days of their receipt. Attached to this Agreement as Exhibit A is a breakdown of the spaces and hours to be used during this Agreement.
- 4. Alterations and Additions.** MNJS may not make any alterations or additions to the Premises without obtaining prior written permission from the District. Upon termination of this Agreement, the District may elect to keep any alterations or additions or to require MNJS to remove the alterations and additions and restore the Property to its current condition.

5. Repair and Return to Current Condition. After each use of the Premises outlined in this Agreement, MNJS must clear the space and return the Premises to the condition they were in when MNJS arrived that day, except for any reasonable wear and tear associated with normal use of the Premises.

6. Additional Space and Charges. Additional space or rooms needed for special events, such as teacher training, field days, and graduation, should be reserved through the District Facilities Scheduler and will be subject to additional charges pursuant to District Policies regarding room rentals. Additional rooms needed for the MNJS regular school day may be reserved at a rate consistent with that used to calculate the annual rental charges. The terms of this Agreement shall apply equally to all uses of District property by MNJS through such room rentals.

7. Compliance with Policy 902. In making use of the Premises outlined in this Agreement, MNJS must comply with all requirements and elements of School Board Policy 902, except to the extent any provisions of Policy 902 conflict with this Agreement, and except that any fundraising activities for the benefit of MNJS shall be permitted on the Premises with prior written approval from the District.

8. Indemnification and Insurance.

A. Indemnification. MNJS hereby agrees to defend, indemnify, and otherwise hold harmless the District, its board members, employees, agents, attorneys, and representatives against any and all claims, demands, actions, administrative proceedings, causes of action, and liability, of any nature arising out of or relating to the Agreement, provisions of MNJS services, or MNJS's use of the Premises. The District shall have the right to choose its own legal counsel and seek reimbursement from MNJS for the cost of defending itself in any legal action or administrative proceeding arising out of or related to this Agreement. Under no circumstance will the District be liable for any damage to any personal property on the Premises if the damage arises out of or relates to MNJS's use of the Premises.

B. Insurance. At its own expense, MNJS must furnish public liability insurance issued by a responsible insurer indemnifying the District against any claims for personal injury, property damage, and all other forms of liability arising out of or related to MNJS's use or occupancy, or both, of the Premises. The policy must name the District as an additional insured, and the insurer must agree to waive the defense of governmental immunity in the event a claim is made against the District. MNJS must provide proof of insurance prior to the first scheduled use. The insurance must provide coverage of at least \$50,000 per person, \$500,000 per accident and \$50,000 property damage. The insurance policies and the companies writing them are subject to approval by the District. The insurance policy, or an addendum to the policy, must provide that it may not be modified or cancelled without thirty (30) days written notice to the District before the effective date of cancellation. MNJS must not take any action, or allow any employee, agent, or representative to take any action, which will in any way impair or invalidate any insurance policy that the District maintains on the Premises.

9. Waiver of Liability. MNJS hereby waives and releases any claims, liabilities, and causes of action against the District, its employees, agents, representatives, and insurers for damage to or destruction of any personal property of MNJS or its staff, volunteers, or students, that is on the Premises, regardless of whether the property is owned by MNJS or by others, and regardless of whether the damage is caused by an event that is covered by insurance.

10. Force Majeure. The District shall not be liable for damages due to any non-performance resulting from circumstances or causes beyond its reasonable control, including without limitation, electrical interruption lasting more than eight (8) business hours, fire or other casualty, act of God, war or other violence including terrorist acts, or any law, order or requirement of any governmental agency or authority. If the District is unable to provide space due to the reasons above, the District or MNJS reserves the right to terminate this Agreement, except that should any of the rental charges were prepaid by MNJS before the actual use of the Premises, the District will return any of the prepaid rental charges to MNJS upon termination of this Agreement pursuant to this Section 10.

11. Notices. Any notice given under this Agreement is sufficient if it is in writing, legible, and delivered to the other party by hand, courier, facsimile, registered mail, certified mail, or regular mail at the address listed below for the party. Delivery is effective upon mailing.

The District:

Anne Marie Leland
Director of Community Education
and Strategic Partnerships
5701 Normandale Road
Edina, MN 55424

MNJS:

12. Nature of the Relationship. The Parties enter this Agreement as independent contractors. Nothing in this Agreement may be construed to create a partnership, joint venture, or joint enterprise between the District and MNJS. The Parties have no power under this Agreement to take any action that could legally bind the other. The Parties are not entering into an employment agreement or an employee-employer relationship. This Agreement is between the District and MNJS, and not between either Party and any employee.

13. Sole Responsibility for Programming. MNJS will retain sole responsibility for the programming that it offers, and the District shall have no role in the advertisement, registration, or provision of learning experiences for those who enroll in MNJS. Employees hired by MNJS are solely the employees of MNJS, and are not District employees.

14. Teachers. MNJS will be solely responsible for hiring and paying any staff members who provide services as a part of its programming, and none of these individuals shall be considered to

be an employee of the District. MNJS agrees that all staff and volunteers that provide services on the Premises must have a successful criminal background check completed and on file with MNJS.

15. Assignment. This Agreement may not be assigned, in whole or in part, by either Party without the written consent of the other Party.

16. Choice of Law and Forum. This Agreement shall be governed by and construed in accordance with the laws of the State of Minnesota. The parties agree that the Minnesota state and federal courts will have exclusive jurisdiction over any dispute arising out of this Agreement.

17. Severability. If any provision of this Agreement is held unenforceable by a court of law, the remaining portions of the Agreement shall remain in full force and effect.

18. Waiver and Equal Drafting. Waiver by either party of any term or condition of this Agreement will not constitute a waiver of any other term or condition of this Agreement. If either party asserts that a provision of this Agreement is ambiguous, the Agreement must be construed to have been drafted equally by the parties.

19. Entire Agreement. The terms stated in this Agreement represent the entire agreement of the parties. Except as expressly stated in this Agreement, no party has relied on any statement, promise, inducement, or representation of the other. This Agreement supersedes any and all prior statements and agreements between the parties relating to the subject matter of this Agreement. No changes to this Agreement will be valid unless both parties agree to the change in writing. A copy of this Agreement will have the same legal effect as the original.

20. Subject to School Board Approval. The parties understand and agree that this Agreement will not be effective or binding upon the District until approved by the School Board.

By signing below, each party acknowledges that it understands and agrees to the terms set forth in this Agreement and that it has the authority to enter into this Agreement.

INDEPENDENT SCHOOL DISTRICT NO. 273

School Board Chair

Date

School Board Clerk

Date

MINNESOTA JAPANESE SCHOOL

NAME
Title: _____

Date

VI. Discussion

VI.A. Strategic Plan Core Planning Overview

Speaker (s): Dr. Dan Bittman, Superintendent; and Dr. Dave Webb, Facilitator, Homerun Leadership



Board Meeting Date: 6/9/2025

Title: Edina Strategic Plan Core Planning Team Overview

Type: Discussion

Presenter(s): Dr. Dan Bittman, Superintendent; and Dr. Dave Webb, Facilitator, Homerun Leadership

Description: District staff, students, and community members met for two days in April to visit schools and programs, receive reports, monitor, assess and provide feedback on District progress towards meeting our Strategic Plan outcomes and benchmarks.

Desired Outcomes from the Board: Review presentation in advance and develop any questions you might have.

Attachment(s): [Edina Strategic Plan Core Planning Team Process Presentation](#)

APRIL 9 & 17, 2025



2020-2030 STRATEGIC PLAN CORE PLANNING TEAM

Executive Summary





OVERVIEW

A strategic plan is a roadmap for the future that guides the school board and administration forward to assist in meeting the goals of the district. It is important to note that this strategic plan was approved in June of 2020, and due to the pandemic, it was extended to 2027 in September of 2021. After receiving feedback from the 2023 Core Planning Team, the plan was extended from 2027 to 2030 (the original plan was for 2020 – 2025.) The 2020 – 2030 Edina Public Schools Strategic Plan was developed through the following participative planning process:

Stakeholder Input: Meetings and surveys were conducted to seek perspective and advice about the status and future needs of the district from parents, students, teachers, staff, and district community members.

- **Data collection:** Key information from various sources were gathered to inform future directions including a District Overview, Peer District 2020-2025 Comparisons, and National Trends and Issues.
- **Directions Development:** Based on the findings and conclusions of the stakeholder input and data collection, the School Board worked with staff input to draft the 2020 – 2025 Edina Public Schools directions, including the mission, vision, values and beliefs, and priority strategies.
- **Approval of Strategic Directions:** The Edina Public Schools Draft Strategic Directions were approved at the June 2020 School Board meeting including the mission, vision, core values and beliefs, priority strategies and expected outcomes.
- **Implementation Plan Development:** Staff leaders worked with the School Board to develop an action roadmap for achieving the strategic directions including:
 - **Actions:** Specific short and long-term initiatives and action steps
 - **Resources:** Projection of time, human, physical and/or financial resources to support action
 - **Process metrics:** Benchmarks for measuring implementation progress and success.





STRATEGIC PLAN CORE PLANNING TEAM DESIGN AND PROCESS

In April 2022, Superintendent Dr. Stanley convened a diverse group of community stakeholders—known as the Strategic Plan Core Planning Team—to receive annual updates on the implementation of the school district’s Strategic Plan. Since that initial meeting, the team has gathered each spring to review data provided by district leadership, assess progress toward meeting strategic goals and timelines, and ensure alignment with the plan’s intent.

This year, Dr. Stanley partnered with Homerun Leadership to create an interactive, immersive experience for the Core Planning Team. As part of this initiative, team members conducted site visits across the district, providing them with firsthand insight into how the district’s Strategic Priorities are being brought to life in schools and programs. Team members were assigned to different groups where they visited: Cornelia Elementary, Highlands Elementary, Creek Valley Elementary, Normandale Elementary, MHealth Fairview Southdale Hospital, Valley View Middle School, South View Middle School, and Edina High School. Team members had the opportunity to observe, ask questions, and to engage directly with staff and students at each site.

Each team member was given a journal in which they recorded their answers to the following questions at each site visit:

- What part of our implementation of the strategic plan is working well?
- What part of our implementation of the strategic plan is not working as well as it could be?
- What ideas can you brainstorm to make our implementation of the strategic plan even better?

The Core Planning Team came back together after the site visits to share their initial reactions and proceeded to work in small groups. Groups were intentionally designed to ensure voices and perspectives from all site visits were represented. Through a process facilitated by Homerun Leadership, small groups had the opportunity to discuss, process and make connections to their collective reflections.

The Core Planning Team regrouped as one, and each small group had the opportunity to share Important Takeaways from their site visits.



EDINA PUBLIC SCHOOL

Core Team members were asked to identify key celebrations of each strategic priority from the SOAR analysis.



CELEBRATIONS

- **Strong Financial Stewardship:** The Finance team has ensured strong financial management and increased opportunities for community engagement in budget discussions.
- **Commitment to Student Belonging:** Offering more unified opportunities to help all kids learn about working together and accepting people who are different.
- **Edina Unified and Project Success:** Programs that build inclusion and leadership.
- **Student Leadership Opportunities K-12:** A wide range of leadership opportunities available for students across all grade levels.
- **Student Engagement and Belonging:** Numerous opportunities for students to engage, find their passion, and feel a sense of belonging within Edina schools.
- **Pride in Edina Staff:** Staff members are proud to be part of the Edina team and demonstrate ongoing commitment to students.
- **Staff Dedication:** Edina staff continue to go above and beyond to meet the needs of students.
- **LETRS Training Commitment:** Ongoing investment in LETRS training is benefiting students.
- **Inclusive Practices:** Commitment to inclusive practices through initiatives like LETRS, Project Search, CPSS, enhanced security measures, and promoting belonging for every student.
- **Safety and Security Advancements:** Significant prioritization of safety and security measures, including physical and socio-emotional safety through a strengthened emergency management system.
- **Elevated Commitment to Safety:** A new level of dedication to ensuring safe environments for all students and staff.
- **Partnerships Supporting Students:** Strong partnerships, including Give and Go and Cultural Liaisons, to help reach every child.
- **Stakeholder Collaboration:** Successful collaboration among administrators, staff, and community members to move the strategic plan forward.
- **Partnerships for Wellness:** Active partnerships with stakeholders to support the overall wellness of both students and staff, recognizing the importance of well-being for the entire student community.
- **Commitment to All Students:** A shared belief that all students are at the center of decision-making and strategic planning.
- **Culture of Continuous Improvement:** A celebration of how the Edina community comes together to reflect, share, and strive for continuous improvement.

For the 4th year in a row, the Core Planning Team also had the opportunity to hear from district leadership, staff, and students about the ongoing efforts and progress made toward the district's Priority Strategies. Throughout each presentation, team members used the same reflection questions that they used at their site visits.



The Core Planning Team then began to synthesize all the information from the following data points: school district site visits, Strategic Priority presentations as well as the 2024-25 Executive Summary – Strategic Plan Priority Efforts, provided by Dr. Stanley and her leadership team. The Core Planning Team once again engaged in the SOAR (strengths, opportunities, aspirations and recommendations) process to identify the strengths, opportunities, aspirations, and recommendations that were important to them as related to the strategic priorities.





SOAR ANALYSIS

A **strengths, opportunities, aspirations, recommendations (SOAR)** analysis is a strategic planning tool that focuses an organization on its current strengths and vision of the future for developing its strategic goals.

STRENGTHS

What part of our implementation of the strategic plan is working well?

- What are we most proud of?
- What makes us unique?
- What do we provide that is world class?

OPPORTUNITIES

What part of our implementation of the strategic plan is not working as well as it could be?

- What partnerships would benefit even more of our students?
- What challenges do we see that can be reframed as opportunities?
- What needs and wants are we currently not fulfilling for our internal and external stakeholders?

ASPIRATIONS

What ideas can you brainstorm to make our implementation of the strategic plan even better?

- What strategies and actions will support our best future school district?
- What do we want to achieve in the future?
- What are we passionate about?
- How can we continue to make a difference?

RECOMMENDATION

What does our Core Planning Team recommend as feedback to Edina Public Schools?

- What measures will tell us we are on track to achieve at our highest levels?
- How do we translate our vision into tangible outcomes?
- How do we know when we've achieved our goals?



PRIORITY STRATEGIES

The Mission and Vision will be achieved by taking action on the following priority strategies:

Strategy A: Advance Academic Excellence, Growth and Readiness

Edina Public Schools provides our students with access to a comprehensive curriculum that develops critical thinking skills and dispositions, and assures students are ready for their next level and the challenges and opportunities in the next phase of life.

Strategy B: Ensure an Equitable and Inclusive School Culture

Edina Public Schools welcomes, respects, supports, and values everyone so students can learn effectively, develop a deeper understanding of complex issues and become empowered to contribute to the school community.

Strategy C: Foster Positive Learning Environments and Whole Student and Staff Wellness Support

Edina Public Schools fosters a caring school environment where students and staff feel safe physically and emotionally, in order to be fully engaged in their academic/professional, personal, and social growth.

Strategy D: Develop Leadership Throughout the District

Edina Public School Schools continuously develops innovative, committed, and exemplary leadership at all levels and from all constituencies, students, and adults.

Strategy E: Engage Parents, Schools, and Community

Edina Public Schools works in partnership with parents, students, staff, alumni, and community to serve as a reflection of Edina's strong commitment to education.

STRATEGY A: Advance Academic Excellence, Growth and Readiness**STRENGTHS**

- LETRS and Science of Reading are transforming literacy
- Students have more choices and academic pathways
- Teachers are leading instructional improvement
- Student leadership is embedded across grade levels
- Programs like Project SEARCH prepare students for real life
- Data and vision drive a culture of academic excellence

OPPORTUNITIES

- Academic pathways and course options to serve diverse interests
- Targeted support and intervention
- Transitions between grade levels lacks consistency and clarity
- Clear, inclusive transition programming
- Teachers need more time and support
- STEAM and real-world learning opportunities need revitalization

ASPIRATIONS

- Student-to-Student Academic Support & Mentorship
- Professional Learning and Collaboration for Educators
- Equity and Student-Centered Instructional Practices
- Strengthen Community & Family Engagement
- Strategic Focus and System-Wide Alignment

RECOMMENDATIONS

- Expand peer tutoring to SV
- Continue to look for, foster, and grow opportunities for students to mentor/ tutor/support younger students.
- Continue to maintain the support and initiative around LETRS. It will not be a one and done.
- Continue to move forward in creating safe and healthy environments for students to learn.
- Having South View students visit Concord to tutor 3rd and 4th graders

STRATEGY B: Ensure an Equitable and Inclusive School Culture
STRENGTHS

- Unified programming is thriving across K-12
- CPSS training is shifting mindsets and breaking barriers
- Project SEARCH offers authentic, inclusive life and job skills
- Advisory systems and CLCs are building strong student connections
- Leadership and curriculum are becoming more diverse
- Family engagement is more inclusive and multilingual

OPPORTUNITIES

- Representation and belonging
- Leadership and enrichment opportunities
- Communication methods
- Family engagement
- Academic access
- Supportive environments vary across schools


ASPIRATIONS

- Diversify and Sustain an Inclusive Workforce
- Remove Barriers to Family Engagement
- Improve Access and Equity in Student Programs and Activities
- Build Cultural Competency Across the District
- Monitor and Align Equity Practices Systemwide

RECOMMENDATIONS

- Provide CPSS training for athletic coaches
- Include Cultural Liaisons in trainings
- Continued CPSS training for the School Board. This is a powerful statement for the rest of our community.
- Having more transportation for after school activities
- More therapists and support for students experiencing trauma and have behaviors and concerns that interfere with school.

STRATEGY C: Foster Positive Learning Environments and Whole Student and Staff Wellness Support

STRENGTHS

- Multi-age advisory builds connection and student voice
- Unified programming creates inclusive, supportive environments
- Social-emotional learning is embedded across schools
- Project SEARCH provides real-world readiness and confidence
- Staff and student wellness are supported with intention
- Continuous Learning Cycles foster collaboration and positive culture.

OPPORTUNITIES

- Staff wellness and focus and personalization
- Mental health support for students
- Fewer initiatives
- Student discipline and behavior support
- Equity in student experience
- Communication and visibility of programs like Unified

ASPIRATIONS

- Deepen Commitment to Mental Health and Wellness for Students and Staff
- Respect and Respond to Students' Cultural and Religious Needs
- Implement and Sustain Strong, Consistent SEL and Restorative Practices
- Strengthen Relationships and Trust Across School Communities
- Align Systems, Data, and Equity-Focused Discipline Practices

RECOMMENDATIONS

- Replicate restorative practices in places they are working across the system - openly learn from each other and level up restorative practices
- More training for teachers and staff to meet mental health needs of students
- Revision of district discipline policy to ensure environments are conducive to learning without removing students from school.
- Ask staff (other than Panorama) what they need from staff wellness efforts.
- Time and space for quiet for students and staff.



STRATEGY D: Develop Leadership Throughout the District

STRENGTHS

- Student leadership is thriving across K–12
- Leadership development begins early and builds over time
- Teacher leaders are shaping curriculum and instruction
- Students are empowered to lead and influence change
- Principals and staff collaborate to grow leadership culture
- Grow Your Own and similar initiatives build future leaders

OPPORTUNITIES

- Leadership opportunities for students of color and multilingual learners
- Staff leadership support
- Equity in student leadership access
- Communication about leadership roles.
- Leadership structures should be more collaborative and inclusive

ASPIRATIONS

- Expand Student Leadership Opportunities for All Learners
- Strengthen Teacher and Staff Leadership Pathways
- Make Leadership Development More Visible and Inclusive
- Innovate with Internships, Mentorships, and Community Partnerships
- Foster a Culture of Action and Accountability

RECOMMENDATIONS

- Leadership training for students during advisory
- Encourage students of color to join Leadership teams.
- Intentionally offering leadership opportunities to students of color and multilingual learners
- EHS students facilitating leadership opportunities at the elementary schools
- More leadership opportunities for staff



STRATEGY E: Engage Parents, Schools and Community
STRENGTHS

- Family and community engagement is strong and visible
- Partnerships with local businesses and organizations are thriving.
- Learner-led conferences and student voice efforts are deepening engagement
- Cultural liaisons and inclusive outreach foster belonging
- Communication is transparent and inclusive
- School and community events build pride and connection

OPPORTUNITIES

- Communication methods accessibility
- Parent engagement lacks flexibility and equity
- Culturally diverse families are underrepresented in decision-making and leadership
- Teacher training and support to partner with families and the community
- School events and engagement efforts and accessibility
- Strategic communication and storytelling

ASPIRATIONS

- Make Engagement Processes More Inclusive and Accessible
- Intentionally Involve Underrepresented Voices
- Build Empathy and Cultural Responsiveness Across the System
- Support Family Navigation of School Systems
- Strengthen Community Partnerships and Trust

RECOMMENDATIONS

- CPSS with coaches
- Activities outreach to communities of color
- Redesign student registration process for teams and clubs.
- Encourage students of color to join outside-of-school activities
- Invite more staff/students to hear their perspectives of these strategies.





CORE TEAM RECOMMENDATIONS

Core Team members voted on their recommendations for each of the 5 strategic priorities. The results shown below are suggestions for district administration to consider as they continue to plan the next steps of implementation for the Strategic Plan.



RECOMMENDATIONS

- Expand peer tutoring and mentoring opportunities, including South View students tutoring younger students.
- Sustain and grow support for LETRS training to strengthen literacy long-term.
- Continue advancing safe, healthy, and supportive learning environments.
- Provide CPSS training for athletic coaches and school board members.
- Include Cultural Liaisons in professional development and training initiatives.
- Increase transportation options to support access to after-school activities.
- Add more therapists and mental health supports for students experiencing trauma or behavioral challenges.
- Replicate and expand successful restorative practices across the district.
- Provide more training for staff to meet student mental health needs and revise discipline practices to keep students in school.
- Strengthen staff wellness efforts based on direct staff feedback and offer more quiet spaces for students and staff.
- Expand leadership training and intentionally offer leadership opportunities to students of color, multilingual learners, and staff.
- Improve outreach to communities of color and redesign the registration process to make extracurricular activities more accessible.



KEY MESSAGES FOR COMMUNITY

- Our Strategic Plan extends beyond just a vision and includes very specific action steps that are being taken to accomplish the district's goals
- The Edina Public School district is committed to staying accountable and recognizes the need for continuous improvement
- By continuing to center the voices of students, families, and staff, we can work together to maximize the impact of the work that is being done



**WITH GRATITUDE****2025 Committee Members**

Abduraham Mohamed
Edina High School Student

Adriana Mendoza Hernandez
SVMS Student

Affey Sigat
ELC Parent

Allison Knoph
Concord Grade 5

Amy Reed
Creek Valley Principal

Anne Marie Leland
District Office Cabinet

Anushka Narielwala
Edina High School Student

Bethany Van Osdel
District Office Ad, T&L

Blanca Diaz de Leon
DW Cultural Liaison

Cara Rieckenberg
Highlands Principal

Carlene Bray
Creek Valley Kindergarten

Carrie Carroll
Edina High School Parent

Catalina Carrasco
Countryside and South View Parent

Chris Holden
Normandale Principal

Dan Bittman
District Office Superintendent

Daphne Edwards
District Office Cabinet

Duane Huisentruit
DW Staff

Farhiya Omar-Samatar
DW Cultural Liaison

Frannie Becquer
District Office Cabinet

Hussein Osman
DW Cultural Liaison

Jacob Leiker
South View Student

Jan Lubar
Edina High School Parent

Jason Dockter
EME Union President

Jodi Ramirez
Edina High School PLTW

Jody De St. Hubert
District Office Cabinet

Jody Remsing
District Office Cabinet

Karen Gabler
DW Board member

Katie Higgins
Valley View Grade 6

Lynnea West
Normandale Media

Mert Woodard
District Office Cabinet

Mohamed Abdihalim
Finance Comm & PLC Parent

Natalia Wegner
Edina High School English Language Learner

Nate Swenson
District Office Cabinet

Olive Ni
South View Student

Paul Paetzel
Edina High School Principal

Sandra Rodriguez Giron
EHS Student

Sayali Amarapurkar
DW Cultural Liaison

Sharmarke Yusuf
Valley View and EHS Parent

Sharon Kimes
Edina High School Parent

Sonya Sailer
District Office Cabinet

Stacie Stanley
Former Superintendent

Stephanie Pierce
Valley View Parent

Thuy Anh Fox
Concord & South View Parent

Tricia Pettis
South View Principal

Zoya Hasan
Edina High School Student

VI.B. Legislative Action Committee (LAC) Recap

Speaker (s) :
Legislative Action
Committee



Board Meeting Date: June 9, 2025

Title: Legislative Action Committee (LAC) 2024-25 Recap

Type: Discussion

Presenter(s): Legislative Action Committee (LAC)

Description: In January, 2022, the Board approved a three-year plan to integrate the LAC into Board responsibilities and work in partnership with the District. In addition, advocacy efforts on behalf of our schools also work to meet priorities outlined in the District's Strategic Plan Strategy E.

Edina Public Schools Strategic Plan 2020-2025 (approved Spring, 2020)

Strategy E | Engage Parents, Schools and Community

Edina Public Schools works in partnership with parents, students, staff, alumni and community to serve as a reflection of Edina's strong commitment to education. 4.

Leverage partnerships with community groups, businesses, local and state government agencies and individuals to strengthen and foster relationships with EPS

Recommendation: Please review the materials provided.

Recap on 2024-25 LAC Efforts:

- Board approved the [2025 Legislative Platform, Goals and Plan](#) as outlined and recommended by the LAC on January 6, 2025.
- LAC Breakfast on January 24, 2025 was attended by state and federal representatives and provided an opportunity for many LAC members to meet and build relationships with representatives
- LAC Day at the Capitol on March 24, 2025. Edina had the largest contingency of students and representatives at the capitol. LAC met with a lobbyist, the co-chairs of House Education Finance Committee, local representatives and attended the Senate Education Policy committee meeting.
- LAC continued advocacy efforts to the end of the legislative session with emails, phone calls, texts and 1:1 meetings with all representatives. Education-related policies and funding were included in several bills.
- LAC had 20+ students and community members advocating on behalf to Edina
- Conducted tours for legislators of various Edina facilities

- Three students testified at Education Finance Committee hearing regarding broadening the uses of student support personnel aid to include safe schools funding. Students testified about how important mental health supports are to them on a daily basis.
- LAC students will be serving as interns with representatives this summer.

2. LAC Committee Members

The depth of experience and perspective from this committee is deep with a large emphasis on student voice and engagement, plus community members with education funding expertise, counseling and advocacy experience. We also have several returning LAC members that may take leadership roles. All members understand the commitment, meet the required LAC bylaws and are enthusiastic about joining advocacy efforts.

2024-25 LEGISLATIVE ACTION COMMITTEE

Dan Arom* Board Member, LAC Chair
 Cheryl Barry* Board Member
 Dr. Stacie Stanley* Superintendent, Edina Public Schools
 Jody Remsing* Director, Student Support Services
 Polly Bowles* LAC Department Specialist, Edina Public Schools
 Michael Hart* Community Member
 Carolyn Syvertsen Community Member
 Maggie Salmen* Student, 12th grade
 George Rerat* Student, 12th grade
 Mina Bhargava* Student, 12th grade
 Regina Loria-Procel* Student, 12th grade
 Anushka Narielwala* Student, 11th grade
 Helen Chu* Student, 11th grade
 Alvi Buzar Barua* Student, 11th grade
 Aditi Jha* Student, 10th grade
 Nasteha Abdiaziz Student, 10th grade
 Abdurahman Mohamed Student, 10th grade
 Suhana Suthaharan Student, 10th grade
 Mihi Amara Student, 11th grade
 Sebastian Kushins Student, 9th grade
 Layla Scoll Student, 9th grade
 Hannah Hein Student, 11th grade
 Angela Langsweirdt Student, 12th grade

**returning 2024-25 members*

2025-26 LEGISLATIVE ACTION COMMITTEE

Dan Arom* Board Member, LAC Chair

Michael Birdman Board Member

Dr. Daniel Bittman Superintendent, Edina Public Schools

Jody Remsing* Director, Student Support Services

Polly Bowles* LAC Department Specialist, Edina Public Schools

Michael Hart* Community Member

Anushka Narielwala* Student, 12th grade

Helen Chu* Student, 12th grade

Alvi Buzar Barua* Student, 12th grade

Aditi Jha* Student, 11th grade

Nasteha Abdiaziz* Student, 11th grade

Suhana Suthaharan* Student, 11th grade

Layla Scoll* Student, 10th grade

Hannah Hein* Student, 12th grade

Katelin Seward Student, 12th grade

Nathan Gotte Student, 9th grade

Nicholas Gotte Student, 9th grade

Andy Allocco Student, 10th grade

Liz Gabler Student, 10th grade

Grace Frenkel Student, 10th grade

Atticus Sigmund Student, 10th grade

**returning 2025-26 members*

VI.C. Operating Referendum Renewal

Speaker (s): Dr. Dan Bittman, Interim Superintendent; and Mert Woodard, Director of Finance & Operations



Board Meeting Date: 6/9/2025

Title: Operating Referendum Renewal

Type: Discussion

Presenter(s): Dr. Dan Bittman, Interim Superintendent; and Mert Woodard, Director of Finance & Operations

Description: The legislative session of 2023 resulted in an amendment to the State's Referendum Revenue statute authorizing School Boards to extend existing operating referendums without voter approval. The District's current referendum authority was approved by residents on November 7, 2017 for taxes payable in 2018 through taxes payable in 2027.

The District's estimated per pupil operating referendum authority for taxes payable in 2025 (fiscal year 2026) is \$2,260.63 for total revenue of \$21,447,478.46. This represents approximately 13.62% of Edina's total General Fund operating revenue. The estimated per pupil authority for the last year of authority, taxes payable in 2027, is \$2,375.57.

To renew an operating referendum without voter approval, the following conditions must be met:

- (1) The per pupil amount of the proposed renewed operating referendum authority must be the same as the expiring referendum authority;
- (2) The term of the renewed referendum cannot be longer than the initial term approved by the voters;
- (3) The School Board must adopt a formal resolution renewing the expiring levy after a public meeting is held allowing public comment on the proposed renewal;
- (4) The expiring referendum authority cannot have been previously renewed.

The Edina School Board's window to renew the existing referendum authority via resolution begins July 1, 2025 and ends June 15, 2027.

Recommendation: There is no recommended action.

Desired Outcomes from the Board: Prepare to discuss the School Board's authority to extend the District's existing operating referendum authority.

Attachments:

1. Slide Deck - School Board Operating Referendum Renewal
2. Resolution Draft – Operating Referendum Renewal

EXTRACT OF MINUTES OF MEETING
OF THE SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT NO. 273
(EDINA PUBLIC SCHOOLS)
HENNEPIN COUNTY, MINNESOTA

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 273 (Edina Public Schools), Hennepin County, Minnesota, was duly held in the School District on July 14, 2025, commencing at 7:00 o'clock p.m.

The following members were present:

and the following were absent:

Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION AUTHORIZING THE RENEWAL OF AN EXPIRING
REFERENDUM REVENUE AUTHORIZATION**

BE IT RESOLVED by the School Board (the "Board") of Independent School District No. 273 (Edina Public Schools), Hennepin County, Minnesota (the "District"), as follows:

1. Background. It is hereby determined that:

(a) Minnesota Statutes, Section 126C.17, subdivision 9b ("Subdivision 9b"), states that a school board may renew an expiring referendum revenue authorization without an election by adopting a written resolution authorizing the renewal, provided that the expiring referendum has not been previously renewed under Subdivision 9b, the term of the renewed referendum is no longer than the initial term approved by the voters, the expiring referendum is within the last two fiscal years of the term of the referendum, and the per pupil amount of the renewed referendum is the same as the amount expiring referendum, or for an expiring referendum that was adjusted annually by the rate of inflation, the same as the per-pupil amount of the expiring referendum, adjusted annually for inflation in the same manner as if the expiring referendum had continued.

(b) At a duly called and regularly held special election on November 7, 2017, District voters approved a referendum revenue authorization for a term of 10 years, commencing with taxes payable in 2018. The additional revenue from the referendum revenue authorization has been used to finance school operations. The referendum revenue authorization is scheduled to expire after taxes payable in 2027 (the "Expiring Referendum").

(c) On July 14, 2025, the Board convened a regular meeting for the purpose, of discussing the proposed renewal of the Expiring Referendum in accordance Subdivision 9b and allowing public testimony on the proposed renewal.

(d) The Expiring Referendum has not been previously renewed under Subdivision 9b.

2. Authorization of Renewal. The Board hereby determines and declares that it is necessary and expedient for the District to renew the Expiring Referendum in the same per pupil amount as is current in the Expiring Referendum. The additional revenue from the renewed referendum revenue authorization will be used to finance school operations. The renewed referendum revenue authorization will be applicable for 10 years beginning with taxes payable 2028, unless otherwise revoked or reduced as provided by law.

3. Notice of Renewed Referendum Revenue Authorization. The Clerk is hereby authorized and directed to submit a copy of this resolution to the Commissioner of Education and the county auditor of each county in which the District is located in whole or in part as soon as practicable, but not later than September 1 of the calendar year in which resolution is adopted.

4. Effective Date. Pursuant to Subdivision 9b, this resolution becomes effective 60 days after its adoption.

The motion for the adoption of the foregoing resolution was duly seconded by Member

_____. The vote of the Board members is recorded as follows:

The following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA)
)
COUNTY OF HENNEPIN) ss.
)
INDEPENDENT SCHOOL)
DISTRICT NO. 273)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 273 (Edina Public Schools), Hennepin County, Minnesota (the “District”), hereby certify that I have carefully compared the attached and foregoing extract of minutes of a regular meeting of the School Board of the District held on July 14, 2025, with the original minutes on file in my office and the extract is a full, true and correct copy of the minutes insofar as they relate to the authorization of the renewal of an expiring referendum.

WITNESS My hand as Clerk this 14th day of July 2025.

Clerk of the School Board
Independent School District No. 273
(Edina Public Schools),
Hennepin County, Minnesota



Operating Referendum Discussion – Board Renewal of Expiring Authority

Edina Public Schools, ISD No. 273

Regular Meeting

June 9, 2025

Operating Referendum

November election ballot question, stated per pupil

Allows districts to generate additional general education revenue

Revenue can be a combination of local property tax levies & state aid (Edina Public Schools doesn't qualify for aid)

Annual levy, maximum length of 10 years
Can be renewed by School Board one time

Taxes spread on Referendum Market Value
(most property types pay same taxes per dollar of property value)

Revenue may be used for any operating or capital expenses
(e.g. staff salaries & benefits, utilities, supplies, technology)

Referendum Allowances

Operating Referendum and Capital Project Levy Revenue

Election Year	Taxes Payable	Fiscal Year	Voter Approved		Board Renewal*		Tax Rate
			Operating Referendum	Renewal Years for Expiring Authorities	First Date	Deadline	Capital Project Levy
2023	2024	2025	2,204.03				5.932%
2024	2025	2026	2,288.42				5.932%
2025	2026	2027	2,360.90				5.932%
2026	2027	2028	2,407.73	**	July 1, 2025	June 15, 2027	5.932%
2027	2028	2029	0.00	***			5.932%
2028	2029	2030	0.00				5.932%
2029	2030	2031	0.00				5.932%
2030	2031	2032	0.00				5.932%
2031	2032	2033	0.00	^^			0.000%
2032	2033	2034	0.00				0.000%
2033	2034	2035	0.00				0.000%
2034	2035	2036	0.00				0.000%

Estimated Revenue for Fiscal Year 2026

Operating Referendum \$ 21,447,478
 Capital Project Levy \$ 9,184,594

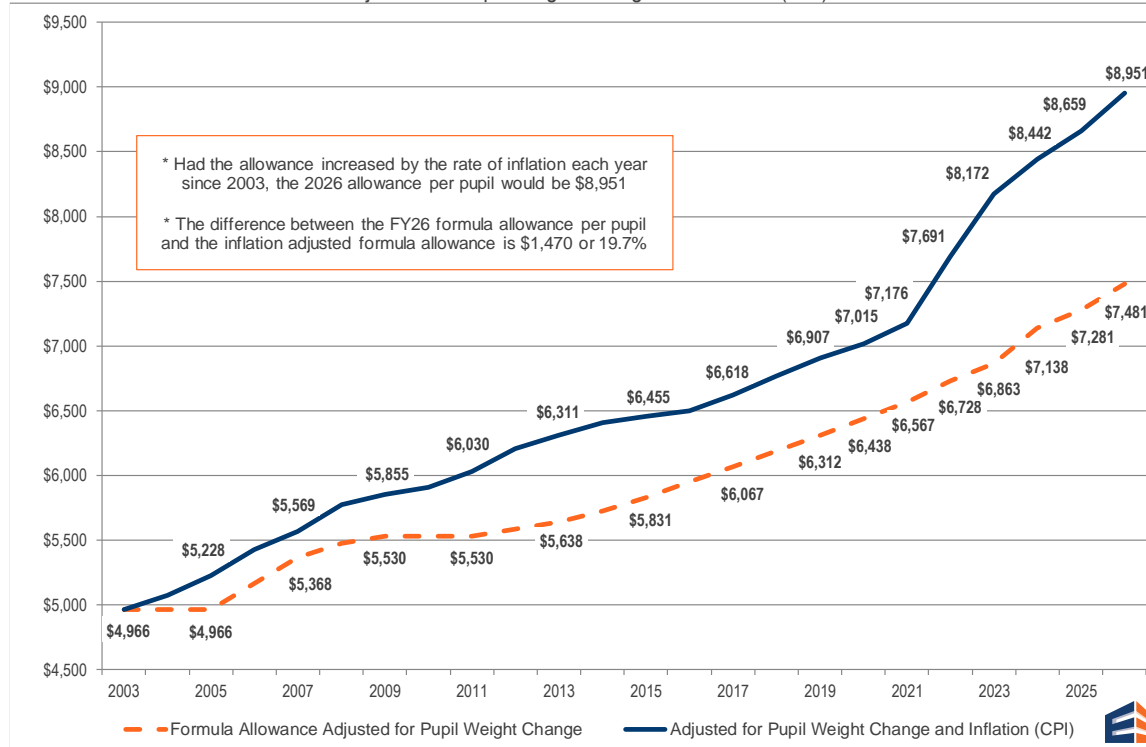
Estimated FY 2026 CPL Revenue Per Pupil: \$ 968.08

Notes:

- * Minnesota Statutes, Section 126C.17 allows school boards to renew an existing operating referendum one-time for the same term and same amount
- ** First year voters can renew expiring voter approved operating referendum authority
- *** Last year voters can renew expiring voter approved operating referendum authority
- ^^ Last year to renew expiring capital project levy

General Education Formula Allowance

General Education Formula Allowance, 2003-2026
Adjusted for Pupil Weight Change and Inflation (CPI)



Source: MDE December 2024 CPI Inflation Estimates and Minnesota Laws 2023

Reliance on Referendums

- Other funding sources also have not kept pace with inflation or costs of providing services
- Only options for districts to bridge funding gap are to cut budgets or request operating referendum and/or capital project levy revenue authority from voters; most districts have done both

School Board Renewal of Operating Referendum

- Renew authority up to the same authority and length
 - ✓ Timeframe for Board renewal is July 1, 2025 through June 15, 2027
 - ✓ Original authority was approved for a 10 year term
- Must allow for public comment (can be at same meeting)
- Board approves a resolution and submits to MDE and Hennepin County

School Board Renewal Information

Expiration	Timeframe to Renew	# Authorities	# Board Renewed	# Ask Voters	In Progress
FY24	5/25/23-6/15/23	13	13	0	0
FY25	5/25/23-6/15/24	16	15	1*	0
FY26	7/1/23-6/15/25	46	44	0	2
FY 27	7/1/24-6/15/26	20	10	0	10

*District requested longer term and an inflationary factor that was not included in the original authority.

VI.D. 2025-2026 Proposed School Board Goals

Speaker (s) :
Governance Committee



Board Meeting Date: 6/9/2025

Title: 2025-2026 Proposed School Board Goals

Type: Discussion

Presenter(s): Governance

Description: The 2025-2026 school board goals were developed based on Board discussion and work to encapsulate areas of focus identified at the June Board retreat.

This work supports best practice in school board operations as well as the Edina Public Schools Strategic Plan, specifically Strategy D: Developing Leaders Throughout the District.

Recommendation: Review the 2025-2026 proposed School Board Goals.

Desired Outcomes from the Board: Review the 2025-2026 proposed School Board Goals and bring forth any questions.

Attachment(s): [2025-2026 Proposed Board Goals](#)

VI.E. 2025-2026 Proposed Superintendent Goals

Speaker (s): Dr. Dan Bittman, Interim Superintendent



Board Meeting Date: 6/9/2025

Title: 2025-2026 Proposed Superintendent Goals

Type: Discussion

Presenter(s): Dr. Daniel Bittman, Interim Superintendent

Description: The 2025-2026 superintendent goals were created based on Superintendent and Board discussion identified upon hiring and discussed at the June Board retreat.

Recommendation: Review the 2025-2026 proposed Superintendent Goals.

Desired Outcomes from the Board: Review the 2025-2026 proposed Superintendent Goals and bring forth any questions.

Attachment(s): [2025-2026 Proposed Superintendent Goals](#)

VI.F. Policy Review (522, 530, 532)

Speaker (s): Policy
Committee



Board Meeting Date: 6/9/2025

Title: Policy Review

Type: Discussion

Presenter(s): Board Policy Committee

Description: The following policies have been reviewed with an eye toward clarity, District practice, and alignment with State and Federal statutes.

- Policy 522 Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process
- Policy 530 Immunization Requirements
- Policy 532 Use of Crisis Teams and Peace Officers to Remove Students with Individualized Education Programs (IEPs) from School Grounds

Recommendation: Review the suggested modifications for Policies 522, 530, 532.

Desired Outcome(s) from the Board: Review suggested modifications and bring any questions you may have.

Attachments:

1. Policy 522 Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process
2. Policy 530 Immunization Requirements
3. Policy 532 Use of Crisis Teams and Peace Officers to Remove Students with Individualized Education Programs (IEPs) from School Grounds

Students

Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process

I. General Statement of Policy

- A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The ~~school~~ district prohibits sexual harassment that occurs within its education programs and activities. When the ~~school~~ district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it ~~shall~~ will promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the ~~school~~ district's education programs and activities ~~whether or not on school grounds~~ and that is committed by a ~~school~~ district employee, student, or other members of the ~~school~~ district community. This policy does not apply to sexual harassment that occurs off ~~school~~ district grounds, in a private setting, and outside the scope of the ~~school~~-district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the ~~school~~ district's education programs or activities.
- D. Any student, ~~or~~ parent/guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The ~~school~~ district's primary Title IX Coordinator(~~s~~) is ~~are~~: [Sonya Sailer, executive director of human resources, 952.848.4911, sonya.sailer@edinaschools.org](#). [Nate Swenson, assistant superintendent, 952.848.4951, nathan.swenson@edinaschools.org](#), is the district's alternate Title IX Coordinator. ~~Dr. Randy Smasal, Assistant Superintendent, 952.848.4000, Randy.Smasal@edinaschools.org~~

II. Definitions

- A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the school district's Title IX Coordinator or to any employee of the ~~school~~ district. Imputation of knowledge based solely on vicarious liability or

constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the ~~school~~ district with actual knowledge is the respondent.

- B. “Complainant” means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. “Day” or “days” means, unless expressly stated otherwise, business days (i.e., day(s) that the ~~school~~ district office is open for normal operating hours, Monday - Friday, excluding ~~S~~ state-recognized holidays).
- D. “Deliberately indifferent” means clearly unreasonable in light of the known circumstances. The ~~school~~ district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- E. “Education program or activity” means locations, events, or circumstances for which the ~~school~~ district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes ~~school~~ district education programs or activities that occur on or off of ~~school~~ district property.
- F. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the ~~school~~ district investigate the allegation of sexual harassment.
 - 1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant’s physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint and must be submitted to the Title IX Coordinator in person, by mail, or by email.
 - 2. A formal complaint ~~shall~~ will state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the ~~school~~ district with which the formal complaint is filed.
- G. “Informal resolution” means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- H. “Relevant questions” and “relevant evidence” are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant’s sexual

predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

- I. "Remedies" means actions designed to restore or preserve the complainant's equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor ~~must~~ will they avoid burdening the respondent.
- J. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- K. "Sexual harassment" means any of three types of misconduct on the basis of sex that occurs in a ~~school~~-district education program or activity and is committed against a person in the United States:
 - 1. *Quid pro quo* harassment by a ~~school~~ district employee (conditioning the provision of an aid, benefit, or service of the ~~school~~ district on an individual's participation in unwelcome sexual conduct);
 - 2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
 - 3. Any instance of sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 U.S.C. §12291).
- L. "Supportive measures" means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minn. Stat. § 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the ~~school~~ district buildings or property, and other similar measures.
- M. "Title IX Personnel" means any person who addresses, works on, or assists with the ~~school~~ district's response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:

1. “Title IX Coordinator” means an employee of the ~~school~~ district that coordinates the ~~school~~ district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator ~~must~~ will be free from conflicts of interest and bias when administering the grievance process.
2. “Investigator” means a person who investigates a formal complaint. The ~~i~~Investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a ~~school~~ district employee, ~~school~~ district official, or a third party designated by the ~~school~~ district.
3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
4. “Appellate Decision-maker” means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a ~~school~~ district employee, or a third party designated by the ~~school~~ district.
5. —The superintendent of the ~~school~~ district, [or the superintendent’s designee](#), may delegate functions assigned to a specific ~~school~~ district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent, [or the superintendent’s designee](#), at any time. The ~~school~~ district may also, in its discretion, appoint suitably qualified persons who are not ~~school~~ district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

III. Basic Requirements for Grievance Process

A. Equitable Treatment

1. The school district ~~shall~~ will treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.

2. The ~~school~~ district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The ~~school~~ district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, ~~shall~~ will be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and ~~shall~~ will avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

~~To the extent permitted by governing law and regulations, the school district will not release private educational or personnel data about complainants, respondents, witnesses, allegations of sexual harassment, investigations, decisions, dismissals, and/or findings of responsibility. However, the school district's obligations under the implementing regulations for Title IX may require disclosure of certain private educational or personnel data to other parties and/or witnesses.~~

The district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 United States Code, section 1232g, FERPA regulations, 34 Code of Federal Regulations, part 99, Minnesota law under Minnesota Statutes section 13.32, or as required by law, or to carry out the purposes of 34 Code of Federal Regulations, part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the district's obligation to maintain confidentiality will not impair or otherwise affect the complainant's and respondent's receipt of the information to which they are entitled with respect to the investigative record and

determination of responsibility).

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The ~~school~~ district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The ~~school~~ district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the ~~school~~ district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The ~~school~~ district ~~shall~~ will not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the ~~school~~ district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof ~~shall~~ **will** remain upon the ~~school~~ district and not upon the parties.
2. The grievance process ~~shall~~ **will** use a preponderance of the evidence standard (i.e., whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when ~~school~~ district employees are respondents.

J. Timelines

1. Any informal resolution process ~~must~~ **will** be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the ~~school~~ district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the ~~School D~~istrict.
4. The ~~school~~ district will seek to conclude the grievance process, including any appeal, within **one hundred twenty (120)** calendar days of the date the formal complaint was received by the ~~School D~~istrict.
5. Although the ~~school~~ district strives to adhere to the timelines described above, in each case, the ~~school~~ district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening ~~school~~ district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the ~~school~~ district may provide a complainant and disciplinary sanctions that the ~~school~~ district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the

~~school~~ district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.

2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent, [or the superintendent's designee](#), of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with ~~MSBA Model Policy 506—Student Discipline~~ [district policy](#). The discipline of a student-respondent ~~must~~ [will](#) comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

IV. Reporting Prohibited Conduct

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parents/guardian of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.
- B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, ~~must~~ [will](#) promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. [The district encourages the use of the report form attached to this policy as Appendix I.](#) A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the ~~School~~ ~~D~~istrict may report the alleged conduct to law enforcement authorities. The ~~school~~ district encourages complainants to report criminal behavior to the police immediately.

V. Initial Response and Assessment by the Title IX Coordinator

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator ~~shall~~ [will](#) promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive

measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint .

- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The ~~school~~ district ~~must~~ will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ~~school~~ district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the ~~school~~ district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the ~~school~~ district ~~must~~ will provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice ~~must~~ will contain:
 - 1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
 - 2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 - 3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
 - 4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
 - 5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
 - 6. A copy of this policy.

VI. Status of Respondent During Pendency of Formal Complaint

A. Emergency Removal of a Student

- 1. The school district may remove a student-respondent from an education program or activity of the ~~school~~ district on an emergency basis before a

determination regarding responsibility is made if:

- a. The ~~school~~ district undertakes an individualized safety and risk analysis;
- b. The ~~school~~ district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
- c. The ~~school~~ district determines if the student-respondent poses such a threat, it will notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator ~~shall~~ **will** consult related ~~school~~ district policies, including MSBA Model Policy 506—Student Discipline. The ~~school~~ district ~~must~~ **will** take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

B. Employee Administrative Leave

The ~~school~~ district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The ~~school~~ district ~~must~~ **will** take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VII. Informal Resolution of a Formal Complaint

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the ~~school~~ district's discretion, but only after a formal complaint has been received by the ~~school~~ district.
- B. The ~~school~~ district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a ~~school~~ district employee sexually harassed a student.

- D. The ~~school~~ district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The ~~school~~ district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

VIII. Dismissal of a Formal Complaint

- A. Under federal law, the school district ~~must~~ will dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
 - 1. Would not meet the definition of sexual harassment, even if proven;
 - 2. Did not occur in the ~~school~~ district's education program or activity; or
 - 3. Did not occur against a person in the United States.
- B. The ~~school~~ district may, in its discretion, dismiss a formal complaint or allegations therein if:
 - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
 - 2. The respondent is no longer enrolled or employed by the ~~school~~ district; or
 - 3. Specific circumstances prevent the ~~school~~ district from gathering sufficient evidence to reach a determination.
- C. The ~~school~~ district ~~shall~~ will provide written notice to both parties of a dismissal. The notice ~~must~~ will include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the ~~school~~ district from addressing the underlying conduct in any manner that the ~~school~~ district deems appropriate.

IX. Investigation of a Formal Complaint

- A. If a formal complaint is received by the ~~S~~school ~~D~~district, the ~~school~~ district will assign or designate an Investigator to investigate the allegations set forth in the

formal complaint.

- B. If during the course of the investigation the ~~school~~ district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the ~~school~~ district ~~must~~ will provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator ~~must~~ will provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence ~~shall~~ will be provided in electronic format or hard copy and ~~shall~~ will include all relevant evidence, evidence upon which the ~~school~~ district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The ~~school~~ district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

X. Determination Regarding Responsibility

- A. After the school district has sent the investigative report to both parties and before the ~~school~~ district has reached a determination regarding responsibility, the Decision-maker ~~must~~ will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
- B. The Decision-maker ~~must~~ will provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker ~~must~~ will explain to the party proposing the questions any

decision to exclude a question as not relevant.

- D. When the exchange of questions and answers has concluded, the Decision-maker ~~must~~ will issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility ~~must~~ will include the following:
1. Identification of the allegations potentially constituting sexual harassment;
 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 3. Findings of fact supporting the determination;
 4. Conclusions regarding the application of the ~~school~~ district's code of conduct to the facts;
 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the ~~school~~ district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the ~~school~~ district to the complainant; and
 6. The ~~school~~ district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.
- F. The written determination of responsibility ~~must~~ will be provided to the parties simultaneously.
- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the ~~school~~ district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. Appeals

- A. The school district ~~shall~~ **will** offer the parties an opportunity to appeal a determination regarding responsibility or the ~~school~~ district's dismissal of a formal complaint or any allegations therein, on the following bases:
1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the ~~school~~ district, the ~~school~~ district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- C. After reviewing the parties' written statements, the Appellate Decision-maker ~~must~~ **will** issue a written decision describing the result of the appeal and the rationale for the result.
- D. The written decision describing the result of the appeal ~~must~~ **will** be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XII. Retaliation Prohibited

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this

policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of ~~school~~ district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy ~~shall~~ will not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIII. Training

- A. The school district ~~shall~~ will ensure that Title IX Personnel receive appropriate training. The training ~~shall~~ will include instruction on:
 - 1. The Title IX definition of sexual harassment;
 - 2. The scope of the ~~school~~ district's education program or activity;
 - 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
 - 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
 - 5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
 - 6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and ~~must~~ will promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel ~~must~~ will be posted on the ~~school~~ district's website. If the ~~school~~ district does not have a website, it ~~must~~ will make the training materials available for public inspection upon request.

XIV. Dissemination of Policy

- A. This policy ~~shall~~ will be made available to all students, parents/guardians of students, school district employees, and employee unions.
- B. The ~~school~~ district ~~shall~~ will conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail

address on its website and in each handbook that it makes available to parents/guardians, employees, students, unions, or applicants.

- C. The ~~school~~ district ~~must~~ will provide applicants for admission and employment, students, parents/guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the ~~school~~ district, with the following:
1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
 2. Notice that the ~~school~~ district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
 3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
 4. Notice of the ~~school~~ district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the ~~school~~ district will respond.

XV. Recordkeeping

- A. The school district ~~must~~ will create, and maintain for a period of seven (7) calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the ~~school~~ district ~~must~~ will document:
1. The basis for the ~~school~~ district's conclusion that its response to the report or formal complaint was not deliberately indifferent;
 2. The measures the ~~school~~ district has taken that are designed to restore or preserve equal access to the ~~school~~ district's education program or activity; and
 3. If the ~~school~~ district does not provide a complainant with supportive measures, then it ~~must~~ will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record ~~must~~ will be maintained for a period of seven (7) years.
 4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.

- B. The school district ~~must~~ will also maintain for a period of seven (7) calendar years records of:
1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
 2. Any appeal and the result therefrom;
 3. Any informal resolution and the result therefrom; and
 4. All materials used to train Title IX Personnel.

Legal References:

Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
 Minn. Stat. § 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
 Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
 20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (“Clery Act”))
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
 20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
 20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
 29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
 42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act of 1990, ~~as amended~~)
[34 U.S.C. §12291 \(Violence Against Women Act: Definitions and Grant Provisions\)](#)
[34 C.F.R. Part 106 \(Implementing Regulations of Title IX Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance\)](#)

Cross References:

~~MSBA/MASA Model Policy 402~~ [103](#) (Equal Educational Opportunity)
~~MSBA/MASA Model Policy 413~~ (Harassment and Violence [Prohibition, Students and Employees](#))
~~MSBA/MASA Model Policy 506~~ (Student [Conduct and Discipline](#))
~~MSBA/MASA Model Policy 528~~ (Student Parental, Family, and Marital Status Nondiscrimination)

Policy
 adopted: 01/22/08
 amended: 10/26/09
 amended: 03/12/12
 revised: 07/17/17
 revised: 09/24/18
 revised: 08/12/19
 revised: 03/07/22
 revised: / /25

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)
 Edina, Minnesota



DEFINING EXCELLENCE

Appendix I to Policies 401, 402, 413, 521, 522, and 528

DISCRIMINATION, HARASSMENT, AND VIOLENCE REPORT FORM

~~Edina Public Schools maintains a firm policy prohibiting all forms of discrimination, harassment, or violence against students or employees, or groups of students or employees, on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity and expression, or disability. All persons are to be treated with respect and dignity. Harassment or violence by any student, teacher, administrator, or other school personnel, which creates an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.~~

~~Use of this reporting form is encouraged but not required. Reports may be made orally or in writing, including via electronic mail.~~

Person completing report: _____

Home address: _____

Work address: _____

Home phone: _____ Work phone: _____

Date of alleged incident(s): _____

Basis of Alleged Harassment/Violence—circle as appropriate: race \ color \ creed \ religion \ sex \ national origin \ gender \ age \ marital status \ familial status \ status with regard to public assistance \ sexual orientation, including gender identity and expression \ disability

Name of person(s) you believe harassed or was violent toward you or another person. _____

If the alleged harassment or violence was toward another person(s), identify that person(s). _____

Where and when did the incident(s) occur? _____

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (e.g., threats, requests, demands); what, if any, physical contact was involved; or other relevant information. Attach additional pages if necessary.

List any witnesses to the incident(s). _____

My signature below shows that the information I have provided in this document is true, correct, and complete to the best of my knowledge and belief.

Signature: _____ Date _____

Received by: _____ Date _____

Please submit to the building principal or designee, or director of human resources.

(04/24)



Appendix I to Policies 401, 402, 413, 521, 522, and 528

DISCRIMINATION, HARASSMENT, AND VIOLENCE REPORT FORM

Edina Public Schools maintains a firm policy prohibiting all forms of discrimination, harassment, or violence against students or employees, or groups of students or employees, on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity and expression, or disability. All persons are to be treated with respect and dignity. Harassment or violence by any student, teacher, administrator, or other school personnel, which creates an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.

Use of this reporting form is encouraged but not required. Reports may be made orally or in writing, including via electronic mail.

Person completing report: _____

Primary home address: _____

Secondary home address (if any): _____

Work location if an Edina Public Schools employee: _____

Primary phone: _____

Secondary phone: _____

Email address: _____

Date of alleged incident(s): _____

Basis of Alleged Harassment/Violence - circle as appropriate: race \ color \ creed \ religion \ sex \ national origin \ gender \ age \ marital status \ familial status \ status with regard to public assistance \ sexual orientation, including gender identity and expression \ disability

Name of person(s) you believe harassed or was violent toward you or another person.

If the alleged harassment or violence was toward another person(s), identify that person(s).

Where and when did the incident(s) occur? _____

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (e.g., threats, requests, demands); what, if any, physical contact was involved; or other relevant information. Attach additional pages if necessary.

List any witnesses to the incident(s). _____

My signature below shows that the information I have provided in this document is true, correct, and complete to the best of my knowledge and belief.

Signature: _____ Date _____

Received by: _____ Date _____

Please submit to the building principal or designee, or executive director of human resources.

(05/25)

Students

Immunization Requirements

I. Purpose

This policy requires that all students receive the proper immunizations, as mandated by law, to ensure the health and safety of all students.

II. General Statement of Policy

All students are required to provide proof of immunization, or appropriate documentation exempting the student from such immunization, and such other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

III. Student Immunization Requirements

A. No student may be enrolled or remain enrolled in ~~at any Edina Schools school district~~-sponsored programs within the ~~school~~ district subject to the provisions of ~~Minn. Stat. §121A.15~~ [state law](#) until the student or the student's parent or guardian has submitted to the designated district administrator the required proof of immunization. Prior to the student's first date of attendance, the student or the student's parent or guardian will provide to the designated district administrator one of the following statements:

1. a statement, from a physician, advanced practice registered nurse, physician's assistant, or a public clinic which provides immunizations (~~hereinafter~~ [a](#) "medical statement"), affirming that the student received the immunizations required by law, consistent with medically acceptable standards; or
2. a medical statement, affirming that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month and year each immunization was administered, consistent with medically acceptable standards.

B. The statement of a parent or guardian of a student or an emancipated student may be substituted for the statement of a physician or public clinic which administers immunizations. If such a statement is substituted, this statement must indicate the month and year each immunization was administered. Upon request, the designated district administrator will provide information to the

parent or guardian of a student or an emancipated student of the dosages required for each vaccine according to the age of the student.

- C. The parent or guardian of persons receiving instruction in a home school will submit one of the statements set forth in section III.A. or III.B. above or a statement of immunization set forth in section IV. below to the designated district administrator in compliance with the Minnesota Department of Health state immunization reporting guidelines.
- D. When there is evidence of the presence of a communicable disease or when required by any state or federal agency and/or state or federal law, students and/or their parents or guardians may be required to submit such other health care data as is necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the district until the student or the student's parent or guardian has submitted the required data.
- E. The district may allow a student transferring into a school a maximum of 30 days to submit a statement specified in section III.A. or III.B. above or section IV. below. Students who do not provide the appropriate proof of immunization or the required documentation related to an applicable exemption of the student from the required immunization within the specified time frames will be excluded from school until such time as the appropriate proof of immunizations or exemption documentation has been provided.
- ~~F. If a person, who is not a Minnesota resident, enrolls in a district online learning course or program that delivers instruction to the person only by computer, and does not provide any teacher or instructor contact time, or requires classroom attendance, then the person is not subject to the immunization, statement, and other requirements of this policy.~~

IV. Exemptions from Immunization Requirements

Students will be exempt from the foregoing immunization requirements under the following circumstances:

- A. The parent or guardian of a minor student or an emancipated student submits a medical statement signed by a physician, affirming that the immunization of the student is contraindicated for medical reasons or that laboratory confirmation of the presence of adequate immunity exists; or
- B. The parent or guardian of a minor student or an emancipated student submits their notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent, guardian, or student.

V. Notice of Immunization Requirements

A. The school district will develop and implement a procedure to:

1. notify parents and students of the immunization and exemption requirements by use of a form approved by the Department of Health;
2. notify parents and students of the consequence for failure to provide required documentation regarding immunizations;
3. review student health records to determine whether the required information has been provided; and
4. make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student and/or the student's parent or guardian of the conditions for re-enrollment.

B. The notice provided ~~shall~~ will contain written information describing the exemptions from immunization as permitted by law. The notice ~~shall~~ will be in a font size at least equal to the font size and style as the immunization requirements and on the same page as the immunization requirements.

VI. Immunization Records

- A. The school district will maintain the immunization records for each student in attendance at the district for at least five years after the student ~~attains the age of majority~~ graduates.
- B. Upon request, the district may exchange immunization data with persons or agencies providing services on behalf of the student. Immunization data is private student data and disclosure of such data will be governed by ~~Policy 515, Protection and Privacy of Pupil Records~~ district policy.
- C. The designated district administrator will assist a student and/or the student's parent or guardian in the transfer of the student's immunization file to the student's new school.
- D. Upon request of a public or private postsecondary educational institution, the designated district administrator will assist in the transfer of the student's immunization file to the postsecondary educational institution.

VII. Other

The district will participate in the Annual Immunization Status Report (ASIR) and submit all K-12 data requested by the Minnesota Department of Health.

Legal References:

Minn. Stat. § 13.32 (Educational Data)

Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)

Minn. Stat. § 121A.17 (School Board Responsibilities)
Minn. Stat. § 144.29 (Health Records; Children of School Age)
Minn. Stat. § 144.3351 (Immunization Data)
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. § 144.442 (Testing in Schools [Clinics](#))
McCarthy v. Ozark Sch. Dist., 359 F.3d 1029 (8th Cir. 2004)
Op. Atty. Gen. 169-W (Jan. 17, 1968)
Op. Atty. Gen. 169-W (July 23, 1980)

Cross Reference:

Policy 515 (Protection and Privacy of Student Records)

Policy
adopted: 09/22/08
reviewed: 03/12/12
revised: 12/15/14
revised: 05/18/20
revised: __/__/25

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)
Edina, Minnesota

Students

Use of Crisis Teams and Peace Officers to Remove Students with Individualized Education Programs (IEPs) from School Grounds

I. Purpose

This policy describes the appropriate use of crisis teams and peace officers to remove from school grounds, if necessary, a student with an individualized education program (IEP).

II. General Statement of Policy

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

All students, including those with IEPs, are subject to the terms of the district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of district personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

III. Definitions [Definitions have been re-ordered to alphabetize. Changed positions are indicated by the amended letter.]

For purposes of this policy, the following terms have the meaning given them in this section:

BA. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee will serve as the leader of the crisis team.

- FB.** “Emergency” means a situation where immediate intervention is needed to protect a ~~child~~ **student** or other individual from physical injury ~~or to prevent serious property damage.~~
- C.** “Peace officer” means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term “peace officer” includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.
- D.** **“Physical holding” means physical intervention intended to hold a student immobile or limit a student’s movement, where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of a student in order to protect a student or other individual from physical injury.**
- EE.** The phrase “remove the student from school grounds” is the act of securing the student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- DF.** ~~“Police liaison officer” is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.~~ **“School Resource Officer” means a peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the officer’s regular responsibilities through the terms of a contract entered between the peace officer’s employer and the school district.**
- AG.** “Student with an IEP” or “the student” means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- ~~—An Individualized Education Plan (or Program) is also known as an IEP. This is a plan or program developed to ensure that a child with an identified disability who is attending an elementary or secondary educational institution receives specialized instruction and related services. The IEP is developed by a team of individuals from various educational disciplines, the child with a disability, family members, and/or designated advocates.~~

~~HG~~. All other terms and phrases used in this policy will be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. Removal of Students with IEPs from School Grounds

A. Removal by Crisis Team

If the behavior of a student with an IEP escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's behavior by means including, but not limited to, those described in the student's IEP and/or positive behavior support plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the ~~police liaison~~ [school resource](#) officer or a peace officer.

B. Removal by ~~Police Liaison~~ [School Resource](#) Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the ~~police liaison~~ [school resource](#) officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team will meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the district reports a crime committed by a student with an IEP, district personnel will transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and district's policy.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

1. In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the ~~police liaison~~ **school resource** officer or other agents of the district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent imminent bodily harm or death to the student or to another person.
2. In removing a student with an IEP from school grounds, ~~police liaison~~ **school resource** officers and district personnel are further prohibited from engaging in the following conduct:
 - a. Corporal punishment prohibited by state law and district policy;
 - b. Requiring a ~~child~~ **student** to assume and maintain a specified physical position, activity, or posture that induces physical pain;
 - c. Totally or partially restricting a ~~child's~~ **student's** senses as punishment;
 - d. Denying or restricting a ~~child's~~ **student's** access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the ~~child's~~ **student's** functioning except when temporarily removing the equipment or device is needed to prevent injury to the ~~child~~ **student** or others or serious damage to the equipment or device, in which case the equipment or device will be returned to the ~~child~~ **student** as soon as possible;
 - e. Interacting with a ~~child~~ **student** in a manner that constitutes sexual abuse, neglect, or physical abuse under state law;
 - f. Physical holding (as defined **above and** by state law) that restricts or impairs a ~~child's~~ **student's** ability to breathe; restricts or impairs a ~~child's~~ **student's** ability to communicate distress; places pressure or weight on a ~~child's~~ **student's** head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a ~~child's~~ **student's** torso;
 - g. Withholding regularly scheduled meals or water; and/or
 - h. Denying a ~~child~~ **student** access to toilet facilities.
3. Any reasonable force used under state law which intends to hold a child **student** immobile or limit a ~~child's~~ **student's** movement where body contact

is the only source of physical restraint or confines a ~~child~~ **student** alone in a room from which egress is barred will be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

D. Parent/Guardian Notification

The building administrator or designee will make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein will be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

If the district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency, the crisis team may employ restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by, and are acting in compliance with, state law.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October 15 of each year, the district will report in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, the district will report summary data. The summary data will include information on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by district personnel that is consistent with the definition of physical holding or seclusion of a ~~child~~ **student** with a disability.

Legal References:

Minn. Stat. § 13.01, *et seq.* (Minnesota Government Data Practices Act)

Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)

Minn. Stat. § 121A.58 (Corporal Punishment; **Prone Restraint; and Certain Physical Holds**)

Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.67, subd. 2 (~~Aversive and Deprivation Procedures~~ [Removal by Peace Officer](#))
Minn. Stat. § 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)
[Minn. Stat. §§ 260E.01, et seq. \(Minnesota Maltreatment of Minors Act\)](#)
Minn. Stat. § 609.06 (Authorized Use of Force)
Minn. Stat. § 609.379 (Permitted Actions)
~~Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)~~
20 U.S.C. § 1232g et seq. (Family Educational Rights and Privacy (FERPA))
20 U.S.C. § 1415(k)(6) (~~Individuals with Disabilities Education Improvement Act of 2004 (IDEA)~~ [Education of Individuals with Disabilities: Procedural Safeguards](#))
34 C.F.R. § 300.535 (~~IDEA Regulation Regarding Involvement of Law Enforcement Referral to and Action by Law Enforcement and Judicial Authorities~~)

Cross References:

Policy 506 (Student Conduct and Discipline)
Policy 507 (Corporal Punishment & [Prone Restraint](#))
[Policy 507.5 \(School Resource Officers\)](#)
Policy 515 (Protection and Privacy of Student Records)
Policy 806 (Emergency Management)

Policy
adopted: 01/22/08
amended: 02/21/12
revised: 02/23/15
revised: 12/16/19
revised: 01/08/24
[rev___: ___/___/25](#)

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

VII. Action

VII.A. Preliminary Budget - Fiscal Year 2026

Speaker (s) : Mert
Woodard, Director of
Finance and
Operations



Board Meeting Date: 6/9/2025

Title: Preliminary Budget – Fiscal Year 2026

Type: Action

Presenter(s): Mert Woodard - Director, Finance & Operations

Description: The preliminary budget for fiscal year 2026 was developed using audited financial data from fiscal year 2024, year-to-date activity of fiscal year 2025, estimates of year end results for fiscal year 2025, the certified property tax levy for taxes payable in 2025, and forecasts of future activity per the assumptions of the administration. Estimates of the aid the District anticipates receiving from the state are derived from Minnesota education laws 2023 and known information from the to be concluded 2025 legislative session.

The budget that is formally recommended to the School Board for approval estimates an 8.9 percent fund balance at the end of fiscal year 2026, in-line with Board policy 702 and in-line with preliminary estimates presented to the Board throughout the 2024-2025 school year

The recommended revised budget for fiscal year 2025 and preliminary budget for fiscal year 2026 are as follows:

	<u>Fiscal Year 2025 Revised Budget</u>	<u>Fiscal Year 2026 Preliminary Budget</u>
Revenues:		
General Fund	\$ 164,895,014	\$ 167,614,828
Food Service	5,100,214	5,265,078
Community Service	13,296,079	13,772,932
Building Construction	14,722,786	2,836,805
Debt Service	115,011,011	18,113,179
Internal Service	910,000	910,000
Total Revenue	<u>313,935,104</u>	<u>208,512,822</u>
Expenditures:		
General Fund	161,351,016	165,031,168
Food Service	4,871,973	5,058,082
Community Service	13,095,398	13,299,050
Building Construction	9,594,142	8,208,672
Debt Service	114,697,405	17,636,304
Internal Service	910,000	910,000
Total Expenditures	<u>\$ 304,519,934</u>	<u>\$ 210,143,276</u>

Recommendation: Adopt the District administration's recommended budget revision for fiscal year 2025 and preliminary budget for fiscal year 2026.

Desired Outcomes from the Board: Approval of the District administration's recommended action, compliance with District policy 701, and compliance with Minn. Stat. § 123B.77 Subd. 4.

Attachments:

1. Preliminary Budget Executive Summary – Fiscal Year 2026

Preliminary Budget Executive Summary

FISCAL YEAR 2026



DEFINING EXCELLENCE



Edina Public Schools Strategic Plan

2020-30



MISSION

Edina Public Schools is a dynamic learning community delivering educational excellence and preparing all students to realize their full potential.

Through academics, activities and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills. We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.



VISION

For each and every student to discover their possibilities and thrive.

We are guided by our **CORE VALUES:**

Integrity, Compassion, Courage, Commitment, Appreciation, and Responsibility

School Board

Karen Gabler, Chair
Term Expires: January 2027

Erica Allenburg, Vice Chair
Term Expires: January 2027

Jennifer Huwe, Treasurer
Term Expires: January 2029

Cheryl Barry, Clerk
Term Expires: January 2029

Michael Birdman, Assistant Treasurer
Term Expires: January 2027

Dan Arom, Assistant Clerk
Term Expires: January 2027

Elliot Mann, Assistant Clerk
Term Expires: January 2029

Dr. Daniel Bittman, Ex-Officio

We are committed to these **CORE BELIEFS:**

Academic Excellence

We believe each student deserves access to academic excellence which includes challenging and rich curricula, high expectations, and inspiring instruction that meets their individual needs.

Equity

We believe it is critical to eliminate barriers to success and provide the supports, opportunities and environments so all students can reach their full potential.

Family, School, & Community

We believe students learn best when students, families, educators, and the community partner to provide dynamic support and share responsibility for learning.

Healthy Learning Environment

We believe students thrive in a balanced, healthy environment that promotes the free exchange of ideas and support students' physical, social-emotional and intellectual needs.

Inclusion

We believe in the inherent dignity of all people, we celebrate individuality, and we value and appreciate diversity.

Life Skills

We believe that inspiring students to grow as critically thinking collaborative learners will prepare them to be productive, accountable, self-motivated, and responsible citizens.

Operational Excellence

We believe in high performance of governance, administration, and partnerships, and effective and efficient use of time, human, financial, and physical resources in support of the mission.

Professional Excellence

We believe our educators and staff are essential to student success. We value and support them in advancing strategic and innovative initiatives grounded in best practices.



Priority Strategies

Strategy A

Advance Academic Excellence, Growth and Readiness

Strategy B

Ensure an Equitable and Inclusive School Culture

Strategy C

Foster Positive Learning Environments and Whole Student Support

Strategy D

Develop Leadership Throughout the District

Strategy E

Engage Parents, Schools and Community



Edina Public Schools Awarded for Outstanding Financial Reporting

For its Annual Comprehensive Financial Report, Edina Public Schools was awarded the Certificate of Excellence in Financial Reporting (COE) by The Association of School Business Officials International (ASBO). ASBO International’s COE recognizes districts that have met the program’s high standards for financial reporting and transparency.

“For over half a century, ASBO International’s Certificate of Excellence in Financial Reporting has been the gold standard in promoting and recognizing excellence in financial reporting,” according to ASBO International Executive Director Jim Rowan, CAE, SFO. “Communicating the financial and economic state of a district is so important when engaging with the school community and building their trust. Districts that receive the COE Award have demonstrated their ability to do that at the highest level.”

By participating in the COE program, school districts demonstrate their commitment to financial transparency. Applicants submit their ACFR for review by a team of financial professionals who provide feedback to improve future documents. If the report meets the requirements of the program, it may receive the Certificate of Excellence. A district’s participation in the COE program can facilitate bond rating and continuing bond disclosure processes.



Ratings Update

Moody’s Ratings assigns Aaa underlying & Aa1 enhanced ratings to Edina ISD 273, MN’s 2024 bonds

The Aaa issuer rating reflects the district’s growing local economy in the Twin Cities metro area with a very strong full value per capita of more than \$300,000 and resident incomes exceeding 200% of the US . Enrollment is positive post-pandemic and will remain strong given the district’s strong competitive position. The reserve position, while below peers at just 15% of revenues, is very stable and management is proactive in balancing revenues and expenditures. Fiscal 2025 is expected to be positive and fund balance will grow. The leverage is above-average but manageable.

Authors

Dr. Daniel Bittman – Interim Superintendent

Mert Woodard – Director, Finance & Operations

Governmental Fund Structure

To understand this document and the District's budget, it is helpful to know that there are several legal restrictions on how school districts must spend and account for the public funds that they receive. Per Generally Accepted Accounting Principles of the United States (GAAP), local government organizations are required to use fund accounting. Edina Public Schools separates its revenue and expenditure budgets into five major areas:

▪ General Fund

Used to account for the general operations of the District. This fund includes the salaries and benefits of teachers, principals, custodians, bus drivers, administrative support staff, paraprofessionals, and administrators; costs of supplies, textbooks, contracted services, utilities, repairs, equipment, etc. This fund is also used for long-term facilities maintenance (LTFM) projects of less than \$2,000,000 per site and for the capital projects (technology) levy. Any revenue or expenditure that cannot otherwise be accounted for in a different fund is recorded in the General Fund.

▪ Food Service Fund

Used to account for all revenues and expenditures related to operating the District's child nutrition programs, including food, salaries, benefits, supplies, and equipment. Food Service revenues come primarily from state and federal reimbursements. The District receives additional revenue via the sale of à la carte meals to students and adults.

▪ Community Services Fund

Used to account for revenues and expenditures related to such as Early Childhood Family Education, Adult Basic Education, Kids Club (school-age care), youth enrichment classes, and other community education programs. Community Service revenues primarily come from fees charged for program participation and property tax revenue dedicated to the Community Service Fund.

▪ Building Construction Fund

Used to account for major facility projects. Proceeds from the sale of bonds authorized in an election, against lease levy authority, or for LTFM projects are placed in this fund. This fund is also used for LTFM projects exceeding \$2,000,000 per site.

▪ Debt Service Fund

Used to accumulate and account for resources that fund principal and interest payments on bonds sold to finance construction. These are similar to a homeowner's payments on a mortgage.

It is important to understand the fund structure because, with very few exceptions, money cannot be transferred from one fund to another. For example, raising a la carte prices or Kids Club tuition is not a solution to a shortfall in the General Fund. Similarly, the resources of the Debt Service Fund or the Building Construction Fund cannot be used to paraprofessional salaries. Additionally, there are additional intra-fund restrictions embedded in state statute. For example, the capital projects levy cannot be used to pay for instructional salaries or special education services.

Expenditures By Program

- Administration**

Includes all costs for general administration, instructional administration and school site administration. This area also covers the school board, superintendent, principals, and directors.
- District Support Services**

Consists of activities related to general administrative support not listed in the administration category. This area covers federal programs, human resources, business and finance, government relations, school elections, and miscellaneous district administration not otherwise classified.
- Elementary and Secondary Regular Instruction**

Elementary and secondary regular instruction consists of all activities dealing directly with the instruction of students, the interaction between instructional staff and students in the classroom and co-curricular activities at the kindergarten, elementary and secondary levels.
- Vocational Instruction**

Courses and activities which develop knowledge, skills, attitudes, and behavioral characteristics for students seeking career exploration and employability.
- Special Education Instruction**

Activities providing learning experiences for students of any age who, because of certain characteristics or conditions, need, or who would benefit by, educational programs differentiated from those provided to students in regular or vocational instruction.
- Instructional Support Services**

Activities for assisting instructional staff with curriculum development, curriculum implementation, and the process of providing learning experiences for pupils in kindergarten through twelfth grade.
- Pupil Support Services**

Includes services provided to students that do not qualify to be classified as instructional services (counseling and guidance, health, psychological, social work, transportation, etc.).
- Sites and Buildings**

Activities related to the acquisition, operation, maintenance, repair and remodeling of all physical plant, facilities, and grounds of the District.
- Fiscal and Other Fixed Costs**

Fiscal and fixed cost activities that are not recorded elsewhere.

Expenditures By Object

The school district budget consists of the following types of expenditures:

- Salaries**

Salaries related to personnel positions, extra-curricular assignments, overtime, substitute staff costs, and severance payments.
- Benefits**

Medical, dental, life, long-term disability, workers' compensation, state pension contributions, deferred compensation contributions, and post-retirement benefits for eligible persons.
- Purchased Services**

Includes consultants, postage, insurance, repair and maintenance services, utilities, student transportation contracts, travel/conferences, payments to other districts, and tuition.
- Supplies and Materials**

Textbooks, instructional supplies, office and custodial supplies, computer software, and related copier costs. Includes fuel for buildings.
- Capital**

Building construction, equipment, facility repair and maintenance, vehicles, technology equipment, and other items with a useful life of more than one year.
- Debt Service**

Principal and interest payments for bonded debt.
- Other Expenditures**

All other expenditures not classified in other categories.

	Preliminary Budget Fiscal Year 2026		
	FY2024 Audited Results	FY2025 Revised Budget	FY2026 Preliminary Budget
Revenues:			
General Fund	\$ 160,909,167	\$ 164,895,014	\$ 167,614,828
Food Service	4,935,862	5,100,214	5,265,078
Community Service	12,302,679	13,296,079	13,772,932
Debt Service	14,442,888	115,011,011	18,113,179
Internal Service	916,164	910,000	910,000
Total Excluding Construction	193,506,760	299,212,318	205,676,017
Building Construction	5,107,604	14,722,786	2,836,805
Total Revenue	198,614,364	313,935,104	208,512,822
Expenditures:			
General Fund	154,891,232	161,351,016	165,031,168
Food Service	4,049,458	4,871,973	5,058,082
Community Service	11,738,030	13,095,398	13,299,050
Debt Service	14,619,573	114,697,405	17,636,304
Internal Service	933,558	910,000	910,000
Total Excluding Construction	186,231,851	294,925,792	201,934,604
Building Construction	18,139,834	9,594,142	8,208,672
Total Expenditures	\$ 204,371,685	\$ 304,519,934	\$ 210,143,276

For presentation purposes, throughout this document other financing sources are depicted as revenues and other financing uses as expenditures

Budget Overview

The annual budget presented includes an analysis of the actual financial results of the District at June 30, 2024, and the anticipated positions at June 30, 2025 and June 30, 2026. Also included in the appendices is an updated, five-year financial forecast through June 30, 2030.

The budget was prepared in accordance with GAAP, the Uniform Financial Accounting and Reporting Standards (UFARS) for Minnesota school districts, and District Policy 701. The budget includes all governmental and proprietary funds operated by the District. Each fund is treated as an independent accounting entity in accordance with statutory requirements and state and federal regulations governing the District’s various revenue sources and expenditure purposes.

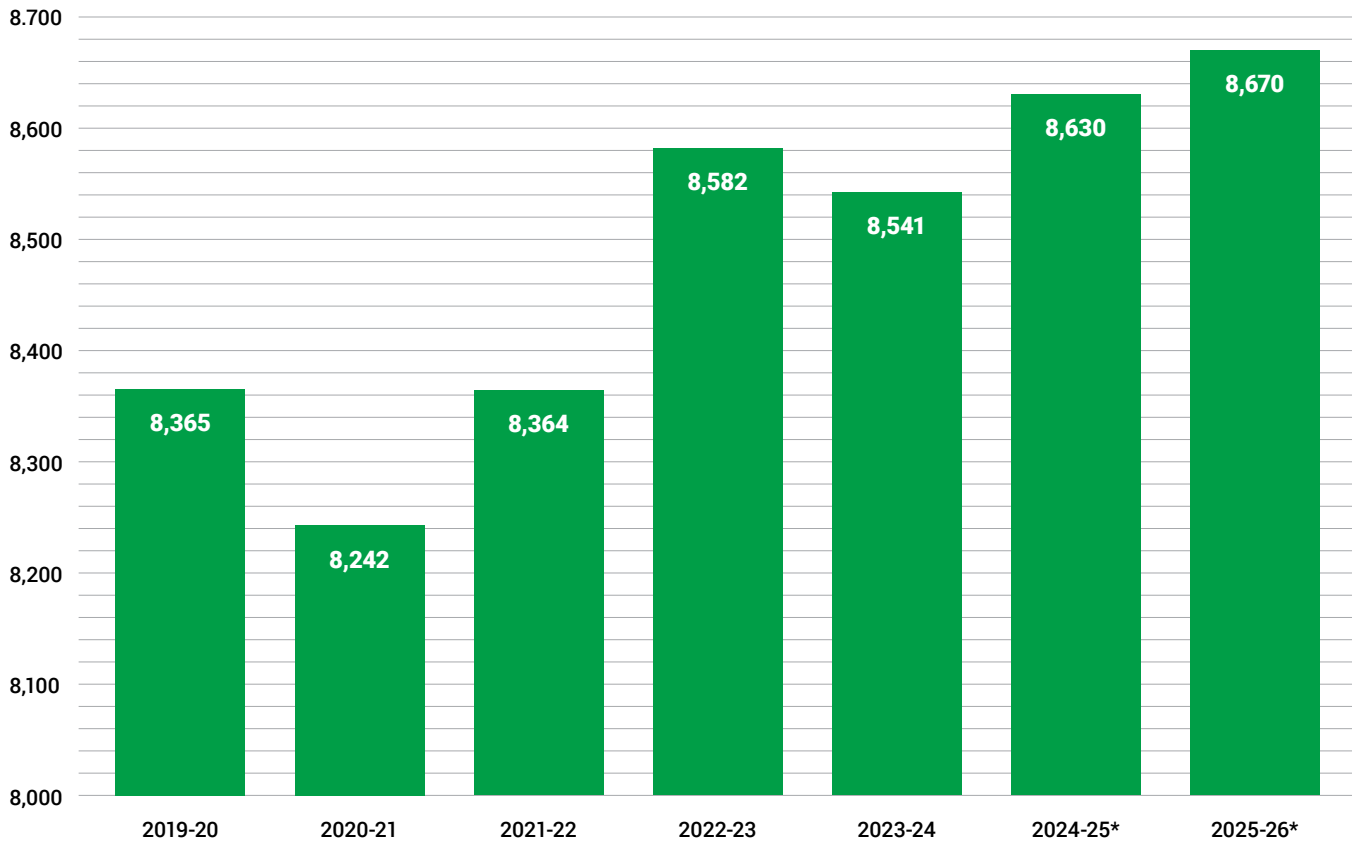
Minnesota Education Laws 2023 and information from the in-progress Legislative Session of 2025 were used as the basis for building the fiscal year (FY) 2026 budget which assumes \$7,481 of state basic education revenue per pupil unit (an increase of 2.74% or \$200 per pupil unit from FY2025), education cross-subsidy aid of 44.0%, and operating referendum revenue of \$2,261 per pupil (an increase of 2.58% or \$57 per pupil unit from FY2025). The District will also experience a 8.36% increase to the capital projects levy, directly proportional to the increase of the net tax capacity of the District from 2022 to 2023.

A school district’s budget can be one of the most meaningful and useful documents in public school administration. It depicts the priorities of the School Board, administration, staff, and community. The District’s preliminary budget for fiscal year 2026 is shown above.

Enrollment History & Projections

During the 2020-21 school year the District, like many throughout the state and country, experienced a one-time enrollment loss due to the COVID-19 pandemic. Due to demand for District’s programming, enrollment stabilized and grew beyond pre-pandemic levels during FY2023 and FY2024. The District anticipates modest growth for FY2026 to 8,670.

ENROLLMENT



*The enrollment figures for the 2024-25 and 2025-26 school years are estimates. The enrollment figures for the other years that are presented represent actual student enrollment (average daily membership).

	Preliminary Budget Fiscal Year 2026		
	FY2024 Audited Results	FY2025 Revised Budget	FY2026 Preliminary Budget
Revenues:			
Local Property Taxes	\$ 53,561,813	\$ 56,342,166	\$ 56,503,097
Investment Earnings	2,217,384	1,494,970	1,656,495
Other Local Revenue	5,111,698	2,400,455	3,323,235
State Sources	97,586,832	101,061,195	103,833,904
Federal Sources	2,413,802	2,084,618	2,298,097
Other Financing Sources	17,638	1,511,610	-
Total Revenue	160,909,167	164,895,014	167,614,828
Expenditures:			
Salaries and Benefits	119,803,421	124,522,806	129,980,491
Purchased Services	12,943,623	11,755,013	11,284,313
Supplies and Materials	4,473,488	5,166,968	5,277,198
Capital	12,323,746	11,730,970	15,382,731
Other	572,405	570,384	569,630
Other Financing Uses	4,774,549	7,604,875	2,536,805
Total Expenditures	\$ 154,891,232	\$ 161,351,016	\$ 165,031,168
Fund Balances:			
<i>Net Change in Fund Balance</i>	6,017,935	3,543,998	2,583,660
<i>Beginning of Year</i>	20,591,585	26,609,520	30,153,518
<i>End of Year</i>	26,609,520	30,153,518	32,737,178

General Fund

The General Fund contains all revenue and expenditures for the general, day-to-day operations of the school district. This includes salaries and benefits for teachers, administrators, bus drivers, custodians, administrative support staff, and paraprofessionals; instructional supplies, technology, transportation, textbooks, and money spent to operate and repair District buildings. In some ways, it is clearer to express the General Fund in terms of what it does not cover. The General Fund does not account for Food Service, Community Service programs, debt service payments on voter-approved bonds issued by the District, and the cost of major construction projects financed through the issuance of bonds.

The General Fund includes expenditures associated with the capital projects levy or “tech levy”, which funds virtually all of the technology infrastructure and staff in the District, the annual levy for LTFM projects less than \$2,000,000 per site. Projects over \$2,000,000 are accounted for in the Building Construction Fund. It is important to note that LTFM expenditures can fluctuate considerably from year to year and can impact the overall view of the District’s funding picture.

Fund Balance Policy

The level of spending is set with several considerations in mind, but one of the primary considerations is to maintain an adequate level of reserves for unanticipated events. The District has a formal policy calling for an unassigned fund balance in the General Fund equal to at least 6.0% to 10.0% of total unassigned expenditures. This balance could be considered to be the District’s insurance policy against the unforeseen. Maintaining an adequate fund balance is important for the stability of the District, and is a key measure that credit rating agencies examine when assigning a credit rating to a District, which can have a material impact to resident taxpayers. The projected unassigned General Fund balance as of June 30, 2026 is \$11,918,517. This is 8.9% of the unassigned expenditure budget, or about two weeks of operations. Board policy dictates an additional committed fund balance of 2.0% of unassigned expenditures. Unanticipated events that could occur that would require the District to dip into its unassigned fund balance include:

- Property tax delinquencies and abatements
- Enrollment fluctuations
- Unanticipated price increases for essential purchases including fuel, utilities, property and liability insurance, software licenses fees, etc.
- State revenue reductions or “pro-rations”
- Unforeseen public/health safety emergencies or severe weather/natural disasters
- Elevated wage inflation
- Underfunded government mandates

Preliminary Budget Executive Summary



	Preliminary Budget Fiscal Year 2026		
	FY2024 Audited Results	FY2025 Revised Budget	FY2026 Preliminary Budget
Revenues:			
Lunch Sales	\$ 800,504	\$ 897,720	\$ 855,696
Federal Sources	1,634,692	1,777,001	1,477,038
State Sources	2,435,453	2,351,543	2,862,344
Other	65,213	73,950	70,000
Total Revenue	4,935,862	5,100,214	5,265,078
Expenditures:			
Salaries and Benefits	-	-	-
Purchased Services	3,363,398	4,421,973	4,608,082
Supplies and Materials	636,157	350,000	350,000
Other Expenditures	8,575	-	-
Capital Outlay	41,328	100,000	100,000
Total Expenditures	\$ 4,049,458	\$ 4,871,973	\$ 5,058,082
Fund Balances:			
<i>Net Change in Fund Balance</i>	886,404	228,241	206,996
<i>Beginning of Year</i>	1,166,019	2,052,423	2,280,664
<i>End of Year</i>	2,052,423	2,280,664	2,487,660

Food Service Fund

The District's food service operation, managed by a food service management firm, provides meals and nutrition services that fully comply with regulations set forth by the United States Department of Agriculture. All revenues and expenditures associated with the program must be accounted for in this separate fund. By law, revenues generated by the program can only be used to provide meals and to pay for certain closely related expenditures.

During the 2023 legislative session a bill to provide free meals to all students attending public schools was enacted, effective July 1, 2023. All students of the District will receive one free breakfast and one free lunch each school day. This program is anticipated to continue in FY2026.

Preliminary Budget Executive Summary



	Preliminary Budget Fiscal Year 2026		
	FY2024 Audited Results	FY2025 Revised Budget	FY2026 Preliminary Budget
Revenues:			
Local Property Taxes	\$ 1,236,358	\$ 1,397,326	\$ 1,534,104
Tuition and Fees	10,138,135	11,069,810	11,416,350
Other Local Revenues	155,903	38,900	50,000
State Sources	772,283	789,963	772,478
Total Revenue	12,302,679	13,296,079	13,772,932
Expenditures:			
Salaries and Benefits	8,506,609	9,520,765	9,674,724
Purchased Services	2,288,746	2,684,995	2,672,487
Supplies and Materials	571,194	645,838	699,439
Other Expenditures	150,898	40,300	40,400
Capital Outlay	220,583	203,500	212,000
Total Expenditures	\$ 11,738,030	\$ 13,095,398	\$ 13,299,050
Fund Balances:			
<i>Net Change in Fund Balance</i>	564,649	200,681	473,882
<i>Beginning of Year</i>	1,710,124	2,274,773	2,475,454
<i>End of Year</i>	2,274,773	2,475,454	2,949,336

Community Services Fund

Community service programs exist to help our E-12 students and families thrive and be successful in school and life. The District's Community Ed department designs, operates and participates in hundreds of important programs year-round that make life and learning better for all people who live, work and attend school in the District. Programs include Kid's Club childcare, facility rentals, youth camps and classes, adult classes, adult basic education, and volunteering. Community Ed also operates the Edina Early Learning School which offers early childhood family education, full-and part-day preschool, early childhood screening, intervention and outreach for our community's youngest learners.

Preliminary Budget Executive Summary



	Preliminary Budget Fiscal Year 2026		
	FY2024 Audited Results	FY2025 Revised Budget	FY2026 Preliminary Budget
Revenues:			
Investment Earnings	\$ 333,055	\$ 489,362	\$ 300,000
Debt Issued	-	6,628,549	-
Transfers In	4,774,549	7,604,875	2,536,805
Total Revenue	5,107,604	14,722,786	2,836,805
Expenditures:			
Salaries and Benefits	4,146	-	-
Purchased Services	678,974	33,883	-
Capital Outlay	17,252,264	9,560,259	8,208,672
Interest and Fiscal Charges	204,450	-	-
Total Expenditures	\$ 18,139,834	\$ 9,594,142	\$ 8,208,672
Fund Balances:			
<i>Net Change in Fund Balance</i>	(13,032,230)	5,128,644	(5,371,867)
<i>Beginning of Year</i>	16,312,313	3,280,083	8,408,727
<i>End of Year</i>	3,280,083	8,408,727	3,036,860

Building Construction Fund

The Building Construction Fund is used for two purposes:

- to account for construction project expenditures financed with bond or bond-like proceeds
- to account for the expenditures of LTFM projects that are greater than \$2,000,000 per site.

There can be no borrowing from the Building Construction Fund; any cash or investment balance in the fund must be used for authorized construction or LTFM projects.

Expenditures relating to projects financed by bonds issued in prior years are reflected in the reduction of fund balance over time as projects progress to completion.

During the FY2023 the District issued certificates of participation in the aggregate par amount of \$14,200,000 to finance the addition to Countryside Elementary, which will host the District’s Spanish dual-language program. The project was substantially completed during FY2024.

Preliminary Budget Executive Summary



	Preliminary Budget Fiscal Year 2026		
	FY2024 Audited Results	FY2025 Revised Budget	FY2026 Preliminary Budget
Revenues:			
Local Property Taxes	\$ 14,327,938	\$ 14,677,524	\$ 17,909,166
Investment Earnings	114,950	179,613	204,013
Debt Issued	-	100,153,874	-
Total Revenue	14,442,888	115,011,011	18,113,179
Expenditures:			
Principal	7,625,000	7,797,906	10,020,000
Interest	6,982,785	6,631,771	7,599,504
Fiscal Charges and Other	11,788	742,728	16,800
Other Financing Uses	-	99,525,000	-
Total Expenditures	\$ 14,619,573	\$ 114,697,405	\$ 17,636,304
Fund Balances:			
<i>Net Change in Fund Balance</i>	<i>(176,685)</i>	<i>313,606</i>	<i>476,875</i>
<i>Beginning of Year</i>	<i>3,453,905</i>	<i>3,277,220</i>	<i>3,590,826</i>
<i>End of Year</i>	<i>3,277,220</i>	<i>3,590,826</i>	<i>4,067,701</i>

Debt Service Fund

Debt Service Fund - The Debt Service Fund exists to account for revenues and expenditures associated with repayment of the District's bonded indebtedness. The District issues bonds primarily for the purposes of financing the acquisition, construction, betterment and equipping of the District's buildings. Also, the District occasionally issues bonds to refund or refinance existing debt at more favorable interest rates. By state law, revenues and expenditures for debt service must be maintained in a separate fund. Borrowing from the Debt Service Fund is not allowed; all resources held by the fund are held exclusively for the purposes of debt repayment and related activities.

In October of 2024 the District issued the General Obligation Facilities Maintenance, Capital Notes, and Alternative Facilities and School Building Refunding Bonds, Series 2024A, in part with the intention of refunding outstanding general obligation bonds from 2014 and 2015. The refunding was a massive success, saving taxpayers of the District \$8,004,830, beginning with taxes payable in 2026 and ending with taxes payable in 2036.

The District's underlying credit rating by Moody's Ratings®, most recently affirmed in **October 2024**, is Aaa - the highest rating possible. The District is one of only three school districts in the State of Minnesota and one of approximately 90 across the United States to hold the coveted rating.

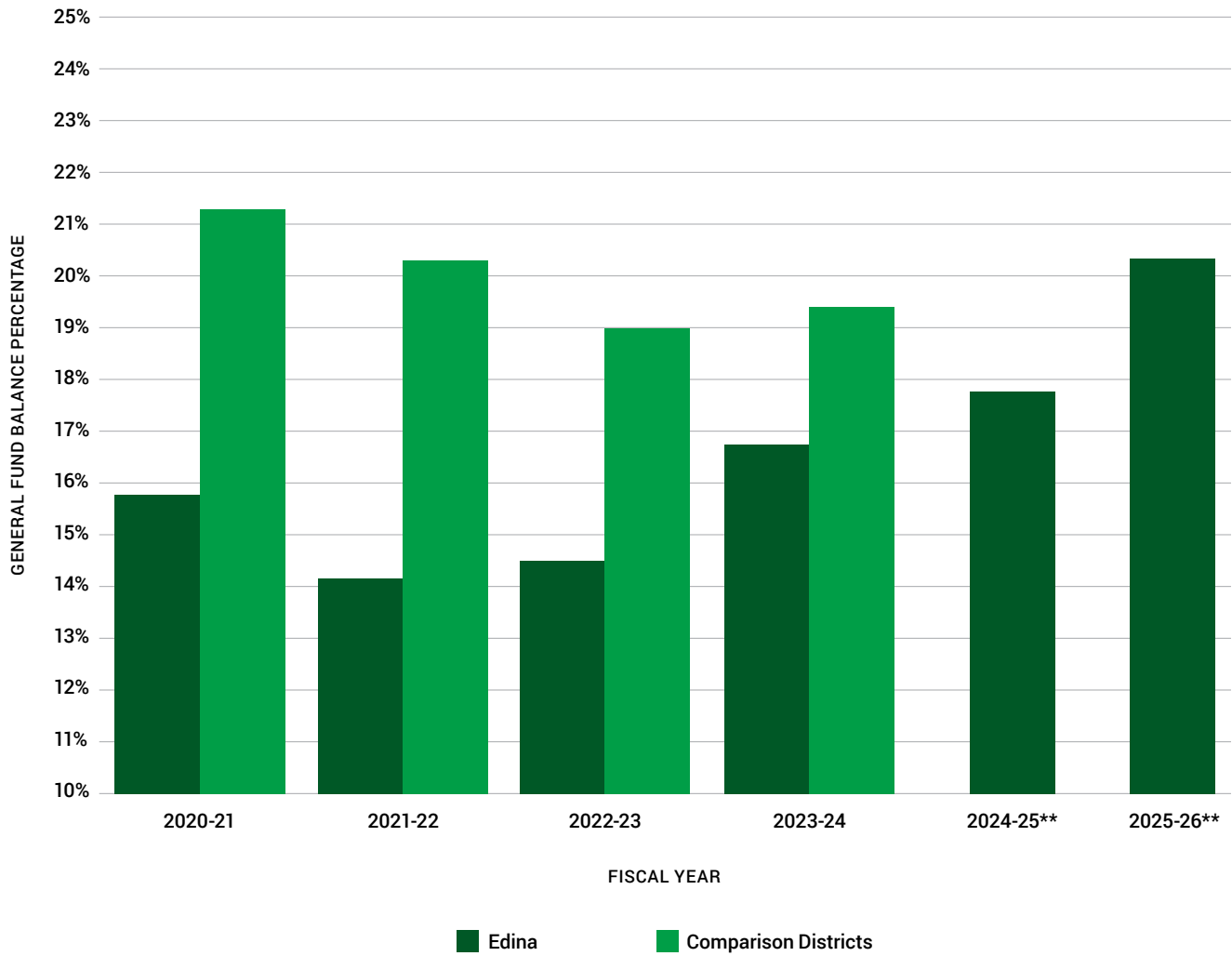
Preliminary Budget Executive Summary



Fund Balance Report

	Fiscal Year 2024		Fiscal Year 2025			Fiscal Year 2026			
	Ending Fund Balances	Final Budgeted Revenues	Final Budgeted Expenditures	Final Budgeted Transfers In/(Out)	Ending Fund Balances	Preliminary Revenues	Preliminary Expenditures	Preliminary Transfers In/(Out)	Preliminary Ending Fund Balances
General Fund:									
Nonspendable - Inventory	\$ 23,064	\$ -	\$ -	\$ -	\$ 23,064	\$ -	\$ -	\$ -	\$ 23,064
Nonspendable - Prepaid Items	6,559	-	-	-	6,559	-	-	-	6,559
Total Nonspendable	29,623	-	-	-	29,623	-	-	-	29,623
Restricted - Achievement & Integration	-	1,401,456	1,401,456	-	-	1,395,430	1,455,355	59,925	-
Restricted - Alternative Program	-	-	455,764	455,764	-	-	430,506	430,506	-
Restricted - Area Learning Center	-	-	-	-	-	-	442,261	442,261	-
Restricted - Alternative Teacher Compensation	-	2,217,301	2,223,853	6,552	-	2,215,732	2,223,024	7,292	-
Restricted - American Indian Education Aid	37,243	69,000	66,961	-	39,282	77,500	77,500	-	39,282
Restricted - Basic Skills	-	1,545,049	1,545,049	-	-	1,360,577	1,360,577	-	-
Restricted - Capital Projects Levy	67,931	8,476,346	8,445,410	-	98,867	9,184,594	9,275,273	-	8,188
Restricted - English Learner	-	551,505	798,153	246,648	-	568,865	1,553,612	984,747	-
Restricted - Gifted & Talented	-	123,555	1,163,920	1,040,365	-	123,339	1,243,992	1,120,653	-
Restricted - Learning & Development	-	1,939,167	1,939,167	-	-	1,974,313	1,974,313	-	-
Restricted - Literary Aid	-	343,843	343,843	-	-	-	-	-	-
Restricted - Literacy Incentive Aid	-	512,283	543,841	31,558	-	178,596	552,148	373,552	-
Restricted - Long-Term Facilities Maintenance	-	11,331,524	3,726,649	(7,604,875)	-	10,149,974	7,613,169	(2,536,805)	-
Restricted - Medical Assistance	318,462	-	51,500	-	266,962	300,000	112,467	-	454,495
Restricted - Operating Capital	5,207,729	5,854,011	4,132,283	-	6,929,457	4,044,323	3,554,772	-	7,419,008
Restricted - Safe Schools	-	400,576	982,568	501,992	-	491,247	913,970	422,723	-
Restricted - School Library Aid	-	152,240	152,240	-	-	152,842	152,842	-	-
Restricted - Staff Development	582,764	1,383,895	1,966,659	-	-	1,419,385	1,150,850	-	268,535
Restricted - Student Activities	34,583	-	-	-	34,583	-	-	-	34,583
Restricted - Student Support Personnel Aid	-	161,397	161,397	-	-	502,320	451,453	-	50,867
Restricted - Teacher Compensation READ Act Aid	-	310,441	310,441	-	-	-	-	-	-
Total Restricted	6,248,712	36,853,589	30,411,154	(5,321,996)	7,369,151	34,139,037	34,538,084	1,304,854	8,274,958
Committed Fund Balance	2,484,388	-	-	-	2,484,388	-	-	62,744	2,547,132
Assigned - Department/Site Carryover	1,872,667	493,475	500,075	-	1,866,067	603,700	599,676	-	1,870,091
Assigned - OPEB & Severance	4,983,033	-	-	250,000	5,233,033	-	-	250,000	5,483,033
Assigned - Literacy	863,824	-	-	-	863,824	-	-	-	863,824
Assigned - Paid Family Medical Leave	600,000	-	-	150,000	750,000	-	-	300,000	1,050,000
Assigned - Unemployment Insurance	325,000	-	-	75,000	400,000	-	-	300,000	700,000
Total Assigned	8,644,524	493,475	500,075	475,000	9,112,924	603,700	599,676	850,000	9,966,948
Unassigned Fund Balance	9,202,273	127,547,950	122,834,912	(2,757,879)	11,157,432	132,872,091	127,356,603	(4,754,403)	11,918,517
Total General Fund	26,609,520	164,895,014	153,746,141	(7,604,875)	30,153,518	167,614,828	162,494,363	(2,536,805)	32,737,178
Food Service Fund:									
Nonspendable - Inventory	113,966	-	-	-	113,966	-	-	-	113,966
Restricted - Food Service	1,938,457	5,100,214	4,871,973	-	2,166,698	5,265,078	5,058,082	-	2,373,694
Total Food Service Fund	2,052,423	5,100,214	4,871,973	-	2,280,664	5,265,078	5,058,082	-	2,487,660
Community Service Fund:									
Restricted - Community Education	1,736,480	12,052,968	11,955,654	-	1,833,794	12,505,804	12,086,317	-	2,253,281
Restricted - Early Childhood Family Education	300,629	666,091	666,948	-	299,772	747,979	728,591	-	319,160
Restricted - School Readiness	93,538	263,041	262,053	-	94,526	265,507	265,255	-	94,778
Restricted - Community Service	144,126	313,979	210,743	-	247,362	253,642	218,087	-	282,117
Total Community Service Fund	2,274,773	13,296,079	13,095,398	-	2,475,454	13,772,932	13,299,050	-	2,949,336
Building Construction Fund:									
Restricted - Building Construction	932,285	-	-	-	932,285	-	-	-	932,285
Restricted - Long-Term Facilities Maintenance	2,347,798	7,117,911	9,594,142	7,604,875	7,476,442	300,000	8,208,672	2,536,805	2,104,575
Restricted - Building Projects Funded by COPS	-	-	-	-	-	-	-	-	-
Total Building Construction Fund	3,280,083	7,117,911	9,594,142	7,604,875	8,408,727	300,000	8,208,672	2,536,805	3,036,860
Debt Service Fund:									
Restricted - Debt Service	3,277,220	115,011,011	114,697,405	-	3,590,826	18,113,179	17,636,304	-	4,067,701
Total Debt Service Fund	3,277,220	115,011,011	114,697,405	-	3,590,826	18,113,179	17,636,304	-	4,067,701
Internal Service Fund:									
Internal Service Fund	468,007	910,000	910,000	-	468,007	910,000	910,000	-	468,007
Total Internal Service Fund	468,007	910,000	910,000	-	468,007	910,000	910,000	-	468,007
Total Governmental Funds	\$ 37,962,026	\$ 306,330,229	\$ 296,915,059	\$ -	\$ 47,377,196	\$ 205,976,017	\$ 207,606,471	\$ -	\$ 45,746,742
Fund Balance Calculation									
	FY2024	FY2025	FY2026						
Statutory Operating Debt Calculation (SOD):	16.75%	18.55%	19.21%						
Unassigned Fund Balance Percentage:	7.40%	9.08%	8.87%						
Committed Fund Balance Percentage:	2.00%	2.00%	2.00%						
Comparable school district average SOD calculation for fiscal year 2024:	18.26%								

GENERAL FUND BALANCE HISTORY AND COMPARISONS



* The fund balance categories included in the stated figures are those used by the Department of Education to calculate statutory operating debt.

** Comparison school district data was not available at the time of reporting.

Scheduled Debt Service Activity

For the Fiscal Year Ended June 30, 2026

Debt Issue	Issue Date	Coupon Rate	Final Maturity	Balance at June 30, 2025	Principal Payments	Interest Payments	Balance at June 30, 2026
General Obligation Bonds, Series 2017A	4/13/17	2.50%-4.00%	2/1/31	\$ 15,685,000	\$ 1,935,000	\$ 487,175	\$ 13,750,000
General Obligation Bonds, Series 2019A	5/2/19	3.00%-5.00%	2/1/36	24,075,000	-	789,250	24,075,000
General Obligation Bonds, Series 2020A	11/5/20	3.00%-4.00%	2/1/26	4,205,000	4,205,000	168,200	-
General Obligation Bonds, Series 2021A	5/27/21	2.00%-3.00%	2/1/31	9,315,000	1,810,000	217,800	7,505,000
General Obligation Bonds, Series 2021B	9/28/21	2.00%-3.00%	2/1/35	7,000,000	-	143,300	7,000,000
General Obligation Bonds, Series 2023A	5/11/23	4.00%-5.00%	2/1/37	6,920,000	120,000	285,050	6,800,000
General Obligation Bonds, Series 2024A	12/1/24	3.00%-5.00%	2/1/37	99,545,000	1,950,000	5,508,729	97,595,000
Certificates of Participation, Series 2011C	11/17/11	2.00%-3.75%	4/1/27	265,000	130,000	9,775	135,000
Certificates of Participation, Series 2022A	11/9/22	4.00%-5.00%	4/1/38	13,075,000	740,000	616,100	12,335,000
Capital Leases (Various)	Various	2.69%-5.20%	Various	968,513	229,674	32,591	738,839
			Total	\$ 181,053,513	\$ 11,119,674	\$ 8,257,971	\$ 169,933,839

Preliminary Budget Executive Summary

Adopted Revenue, Expenditures, and Changes in Fund Balances – Governmental Funds

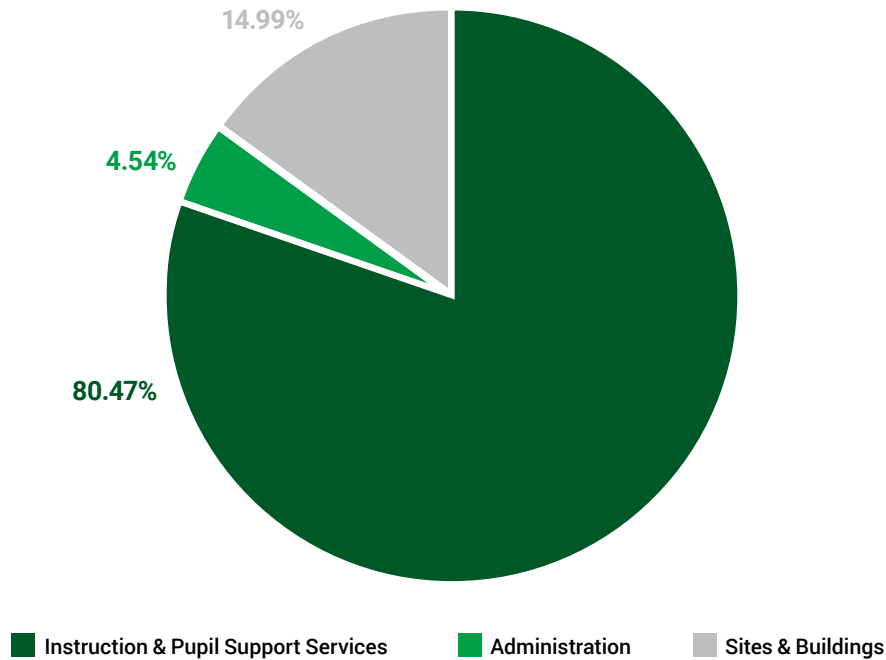
For the Fiscal Year Ended June 30, 2026

	General Fund	Capital Projects - Building Construction Fund	Debt Service Fund	Non-Major Funds - Special Revenue Funds	Total Governmental Funds
Revenue					
Local Sources					
Property Taxes	\$ 56,503,097	\$ -	\$ 17,909,166	\$ 1,534,104	\$ 75,946,367
Investment Earnings	1,656,495	300,000	204,013	120,000	2,280,508
Other	3,323,235	-	-	12,272,046	15,595,281
State Sources	103,833,904	-	-	3,634,822	107,468,726
Federal Sources	2,298,097	-	-	1,477,038	3,775,135
Total Revenue	167,614,828	300,000	18,113,179	19,038,010	205,066,017
Expenditures					
Current					
Administration	4,407,201	-	-	-	4,407,201
District Support Services	3,090,644	-	-	-	3,090,644
Elementary and Secondary Regular Instruction	72,239,587	-	-	-	72,239,587
Vocational Education Instruction	450,872	-	-	-	450,872
Special Education Instruction	30,587,521	-	-	-	30,587,521
Instructional Support Services	11,374,013	-	-	-	11,374,013
Pupil Support Services	12,465,848	-	-	-	12,465,848
Sites and Buildings	11,060,033	-	-	-	11,060,033
Fiscal and Other Fixed Cost Programs	1,435,913	-	-	-	1,435,913
Food Service	-	-	-	5,058,082	5,058,082
Community Service	-	-	-	13,299,050	13,299,050
Capital Outlay	13,624,590	8,208,672	-	-	21,833,262
Debt Service					
Principal	1,099,674	-	10,020,000	-	11,119,674
Interest	658,467	-	7,616,304	-	8,274,771
Total Expenditures	162,494,363	8,208,672	17,636,304	18,357,132	206,696,471
Excess (Deficiency) of Revenue Over Expenditures	5,120,465	(7,908,672)	476,875	680,878	(1,630,454)
Other Financing Sources (Uses)					
Transfers In	-	2,536,805	-	-	2,536,805
Transfers (Out)	(2,536,805)	-	-	-	(2,536,805)
Total Other Financing Sources (Uses)	(2,536,805)	2,536,805	-	-	-
Net Change in Fund Balances	\$ 2,583,660	\$ (5,371,867)	\$ 476,875	\$ 680,878	\$ (1,630,454)

General Fund Expenditures by Program

For the Fiscal Year Ended June 30, 2026

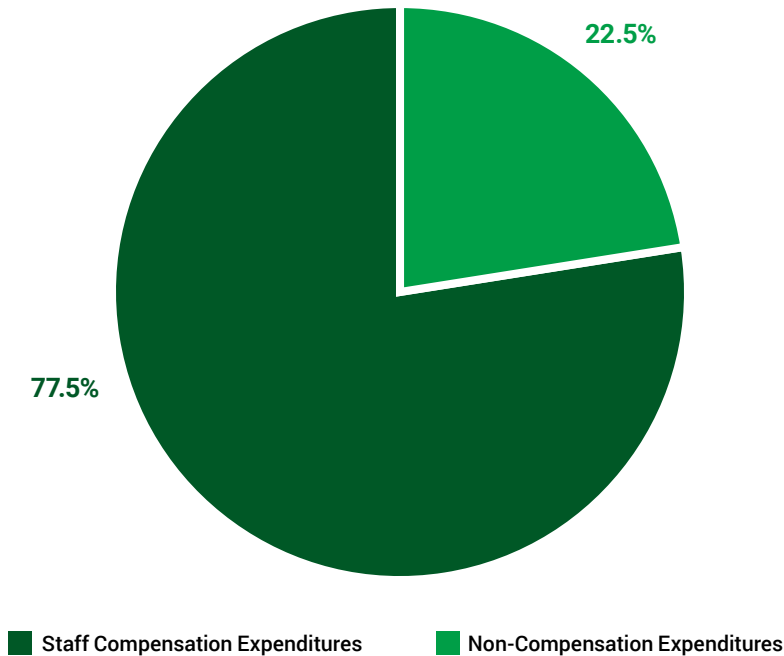
Program Description	FY2024 Audited	FY2025 Budgeted	FY2026 Budgeted	Percentage by Program
Administration	\$ 4,481,162	\$ 4,577,785	\$ 4,407,201	2.67%
District Support Services	3,105,578	3,366,278	3,090,644	1.87%
Elementary and Secondary Regular Instruction	66,145,066	68,550,374	72,474,587	43.92%
Vocational Education Instruction	772,098	532,634	450,872	0.27%
Special Education Instruction	26,619,424	28,729,275	30,597,521	18.54%
Instructional Support Services	14,514,100	15,902,358	16,632,934	10.08%
Pupil Support Services	13,522,973	13,509,715	12,638,461	7.66%
Sites and Buildings	24,961,726	25,174,117	23,303,035	14.12%
Fiscal and Other Fixed Cost Programs	769,105	1,008,480	1,435,913	0.87%
Total	\$ 154,891,232	\$ 161,351,016	\$ 165,031,168	100.00%



General Fund Expenditures by Object

For the Fiscal Year Ended June 30, 2026

Program Description	FY2024 Audited	FY2025 Budgeted	FY2026 Budgeted	Percentage by Object
Salaries and Wages	\$ 91,327,677	\$ 93,717,730	\$ 97,156,704	57.99%
Employee Benefits	28,475,744	30,805,076	32,823,787	19.52%
Purchased Services	12,943,625	11,755,013	11,284,313	7.19%
Supplies and Materials	4,473,488	5,166,968	5,277,198	2.98%
Capital Expenditures	12,323,746	11,730,970	15,382,731	7.17%
Other Expenditures	572,405	570,384	569,630	0.36%
Other Financing Uses	4,774,549	7,604,875	2,536,805	4.80%
Total	\$ 154,891,232	\$ 161,351,016	\$ 165,031,168	100.00%



Scheduled Debt Service Activity

For the Fiscal Year Ended June 30, 2026

Debt Issue	Issue Date	Coupon Rate	Final Maturity	Balance at June 30, 2025	Principal Payments	Interest Payments	Balance at June 30, 2026
General Obligation Bonds, Series 2017A	4/13/17	2.50%-4.00%	2/1/31	\$ 15,685,000	\$ 1,935,000	\$ 487,175	\$ 13,750,000
General Obligation Bonds, Series 2019A	5/2/19	3.00%-5.00%	2/1/36	24,075,000	-	789,250	24,075,000
General Obligation Bonds, Series 2020A	11/5/20	3.00%-4.00%	2/1/26	4,205,000	4,205,000	168,200	-
General Obligation Bonds, Series 2021A	5/27/21	2.00%-3.00%	2/1/31	9,315,000	1,810,000	217,800	7,505,000
General Obligation Bonds, Series 2021B	9/28/21	2.00%-3.00%	2/1/35	7,000,000	-	143,300	7,000,000
General Obligation Bonds, Series 2023A	5/11/23	4.00%-5.00%	2/1/37	6,920,000	120,000	285,050	6,800,000
General Obligation Bonds, Series 2024A	12/1/24	3.00%-5.00%	2/1/37	99,545,000	1,950,000	5,508,729	97,595,000
Certificates of Participation, Series 2011C	11/17/11	2.00%-3.75%	4/1/27	265,000	130,000	9,775	135,000
Certificates of Participation, Series 2022A	11/9/22	4.00%-5.00%	4/1/38	13,075,000	740,000	616,100	12,335,000
Capital Leases (Various)	Various	2.69%-5.20%	Various	968,513	229,674	32,591	738,839
			Total	\$ 181,053,513	\$ 11,119,674	\$ 8,257,971	\$ 169,933,839

Five-Year General Fund Forecast

Fiscal Years 2026 through 2030

	Fiscal Year					
	2025	2026	2027	2028	2029	2030
Revenue						
Property Taxes	\$ 56,342,166	\$ 56,503,097	\$ 54,492,560	\$ 55,387,696	\$ 54,915,531	\$ 55,784,676
State Sources	101,061,195	103,833,904	106,065,411	108,405,280	110,463,097	112,612,297
Federal Sources	2,084,618	2,298,097	2,355,246	2,355,246	2,355,246	2,355,246
Miscellaneous Local	3,895,425	4,979,730	4,395,228	4,318,129	4,248,740	3,624,238
Other Financing Sources	1,511,610	-	-	-	-	-
Total Revenue	164,895,014	167,614,828	167,308,445	170,466,352	171,982,615	174,376,457
Expenditures						
Salaries	93,842,109	97,156,704	102,066,131	106,617,691	110,175,143	114,828,688
Benefits	30,680,697	32,823,787	34,189,356	35,453,092	36,610,691	37,917,884
Purchased Services	11,755,013	11,284,313	11,972,630	12,642,147	13,265,431	13,923,071
Supplies & Materials	5,166,968	5,277,198	5,540,044	5,817,517	6,108,808	6,414,646
Capital Expenditures	11,730,970	15,382,731	15,813,351	16,109,439	16,562,044	16,768,985
Other Expenditures	570,384	569,630	586,719	604,322	622,451	641,127
Other Financing Uses	7,604,875	2,536,805	1,635,281	1,612,200	1,474,253	1,412,584
Total Expenditures	161,351,016	165,031,168	171,803,512	178,856,408	184,818,821	191,906,985
Change in Fund Balance	3,543,998	2,583,660	(4,495,067)	(8,390,056)	(12,836,207)	(17,530,528)
Fund Balances						
Nonspendable	29,623	29,623	29,623	29,623	29,623	59,246
Restricted	7,369,151	8,274,958	7,324,975	8,352,769	9,246,729	10,219,393
Committed	2,484,388	2,547,132	2,807,646	2,906,620	3,029,666	2,978,988
Assigned	9,112,924	9,966,948	7,166,697	7,166,697	7,166,697	7,166,697
Unassigned	11,157,432	11,918,517	10,913,170	1,396,347	(12,456,867)	(30,909,380)
Total Fund Balances	\$ 30,153,518	\$ 32,737,178	\$ 28,242,112	\$ 19,852,055	\$ 7,015,849	\$ (10,485,056)
Unassigned Fund Balance	9.39%	8.87%	7.77%	0.96%	(8.22%)	(20.75%)

The District administration has utilized the combination of “level services” and “revenue based” budgeting approaches to update its five-year General Fund forecast for fiscal years 2026 through 2030. This means, in basic terms, that the District plans to offer the same educational programming and support services that it currently offers, adjusted for the revenue it anticipates generating in 2025-26 and beyond, as well as inflationary increases to existing expenditures. This form of budgeting is common in school districts and other local government organizations.

The administration has applied conservative assumptions for both revenues and expenditures in future years. Generally, the administration has assumed that enrollment will remain flat and both appropriations from the state and taxing authority will be mostly flat. For expenditures, the administration is assuming that salaries, benefits, purchased services, and supplies will all increase at rates that are greater than revenues. This has been typical in public education for decades.

A more detailed description of the administration’s forecasting methodology can be found among past [School Board Reports](#).

Note: This forecast **should not** be used as a budget appropriations document.

VII.B. 2025-2027 Edina Public Schools Assessment **Speaker (s)**: Greg
Plan Guswiler, Teaching
and Learning Data
Programming Analyst



Board Meeting: June 9, 2025

Title: 2025-2027 Edina Public Schools Assessment Plan

Type: Action

Presenter(s): Greg Guswiler, Teaching and Learning Data Programming Analyst

Background: In accordance with Minnesota Statutes 120B.301, subdivision (c)) and ESSA (ESSA Section 1006 (e)(2)(b)) public school districts are required to post a comprehensive district testing calendar before the first day of the school year.

The district testing calendar must:

- Provide information about all district tests administered, which includes both statewide assessments and any local assessments given and the subject/domain for each assessment.
- Provide the purpose for which each assessment is used.
- The rationale/benefits for administering the assessment.
- Include the amount of time students will spend taking the assessment.
- Post the specific dates when most students will be testing for each grade and subject at each school within the district

Source: Procedures Manual for Minnesota Statewide Assessments

In alignment with Policy 614 the Edina Public Schools Assessment Plan was collectively created throughout the 2021-22 school year. The proposed plan meets all state and local assessment requirements. It is also comprehensively structured to support and align with the Edina Comprehensive Assessment Plan.

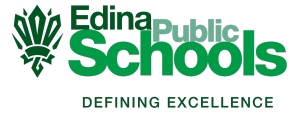
Recommendation: Review and approve the proposed 2026-27 Edina Assessment Plan and Calendar.

Desired Outcomes from the Board: Approve the recommended plan.

Links:

1. [Assessment Calendar](#)

Edina Public Schools 2026-2027 Student Assessment Plan



The Edina Public Schools Assessment Plan is part of a comprehensive framework designed to measure student achievement and growth, as well as inform instructional decisions. At the core of this plan are Universal Screening Assessments in Literacy, Mathematics, and Talent Development, Required State Assessments, and a College Entrance Exam.

The Edina Public Schools Assessment Plan includes Spanish Dual Language and French Immersion. It is our current practice for Spanish Dual Language to administer all assessments that students take in English. This currently includes reading FastBridge, math FastBridge, and CogAT, and will include MCA and Panorama with the expansion of the program into 3rd through 5th grade. The Spanish Dual Language Assessment section of this report specifically outlines assessments in Spanish.

It is our current practice for French Immersion to administer some assessments that students take in English. This currently includes reading FastBridge K(fall) and 3-5, math FastBridge K-1 (fall) and 2nd - 5th, CogAT, MCA and Panorama. As the READAct is currently written, French Immersion will be adding literacy FastBridge in K-2 (3 times a year). *It is important to note that there is advocacy among Dual Language programs for this portion of the READAct to be revised. The suggested revision would require screening tools that use the primary language in which the program provides students instruction in.* The French Immersion Assessment section of this report specifically outlines assessments in French.

These assessments serve as valuable tools for evaluating student progress against our rigorous academic standards, identifying areas of strength and need, and ensuring that Each and Every Student receives the support they require to discover their possibilities and thrive. By combining state-mandated assessments with ongoing screening measures, Edina Public Schools is committed to providing a robust and informative assessment system.

Table of Contents

Table of Contents	2
Universal Literacy Screening Assessments	3
Universal Mathematics Screening Assessments	6
Universal Social Emotional Learning (SEL) Survey	9
Talent Development Universal Screening Assessment	11
Spanish Dual Language Assessments	12
French Immersion Assessments	16
Statewide Required Assessments	19
ACT: College Entrance Exam	23
Required Statewide Surveys	24
Minnesota Student Survey	24
Appendix	25
Universal Screening Literacy Testing Windows	25
Universal Screening Math Testing Windows	27
Spanish Dual Language Universal Screening Testing Windows	29
French Immersion Universal Screening Testing Windows	32
Statewide Assessment Testing Windows	34
Assessment Calendar	36

Universal Literacy Screening Assessments

Teaching Strategies Gold (TSG) Literacy		
Grades Assessed	Windows	Results Released
Pre School (PS) / Early Childhood Special Education (ECSE)	Fall, Winter, Spring	Currently not shared. However, options are being discussed for the future.

Teaching Strategies GOLD is a comprehensive, observational assessment system designed to measure children's development and learning from birth through kindergarten. It provides a holistic view of a child's progress across various domains, including literacy, mathematics, and social-emotional learning (SEL).

Benefits of the Assessment:

- Individualized instruction: GOLD provides teachers with valuable insights to tailor instruction to each child's needs.
- Early identification of strengths and challenges: It helps identify children who may require additional support or enrichment.
- Data-driven decision-making: GOLD provides educators with data to inform their teaching practices and program improvements.
- Comprehensive view of child development: It offers a holistic understanding of children's growth and progress.

FastBridge Early Reading English Assessment

Grades Assessed	Windows	Results Released
KG & 01	Fall, Winter, Spring	No later than one week after the window closes.

The FastBridge earlyReading English assessment is a valuable tool for educators focused on early literacy. The FastBridge earlyReading Assessment is designed as a universal screener to assess foundational reading skills in young learners, primarily in kindergarten and first grade. It helps identify students who may be at risk for reading difficulties. It can also monitor student progress in those fundamental reading skills. The assessment delves into essential early reading skills: Concepts of print, Phonemic awareness, Phonics and Fluency.

Benefits of the Assessment:

- Provides data-driven insights into student literacy development.
- Helps identify students who need additional support.
- Enables teachers to track student growth over time and evaluate the effectiveness of interventions.
- Helps staff know which additional and more diagnostic assessments to administer.
- Allows for efficient screening, saving valuable instructional time.
- Grounded in research on reading development.
- The system generates informative reports that provide insights into students' strengths and weaknesses.

FastBridge FastTrack Literacy Assessment

Grades Assessed	Windows	Results Released
02, 03, 04, 05, 06, 07, 08, 09	Fall, Winter, Spring	No later than one week after the window closes.

The FastBridge FastTrack Literacy Assessment is a suite of tools designed to provide educators with data to inform literacy instruction. FastTrack Literacy, focuses on assessing foundational reading skills and comprehension. It includes the following components:

- aReading: Administered to all second to ninth grade students.
 - A computer-adaptive test that provides an overall measure of reading achievement.
 - Adapts to the student's ability level, providing efficient and accurate results.
 - Covers a range of skills, including phonological awareness, phonics, vocabulary, and comprehension.
- CBMreading: Administered to all second & third grade students.
 - Includes various measures that assess specific reading skills, such as oral reading fluency.
 - Used for progress monitoring and identifying students' strengths and weaknesses.
- AUTOREading: Administered to all fourth to ninth grade students.
 - Automated computer administered measures of decoding, word identification, spelling, and vocabulary.

Benefits of the Assessment:

- Provides data-driven insights into student literacy development.
- Helps identify students who need additional support.
- Enables teachers to track student growth over time and evaluate the effectiveness of interventions.
- Offers evidence-based recommendations for instruction.
- Helps teachers know which additional and more diagnostic assessments to administer.
- Allows for efficient screening, saving valuable instructional time.
- Grounded in research on reading development.
- The system generates informative reports that provide insights into students' strengths and weaknesses.

Universal Mathematics Screening Assessments

Teaching Strategies Gold (TSG) Grades Early Learning Mathematics		
Grades Assessed	Windows	Results Released
Pre School (PS) / Early Childhood Special Education (ECSE)	Fall, Winter, Spring	Currently not shared. However, options are being discussed for the future.

Teaching Strategies GOLD is a comprehensive, observational assessment system designed to measure children's development and learning from birth through kindergarten. It provides a holistic view of a child's progress across various domains, including literacy, mathematics, and social-emotional learning (SEL).

Benefits of the Assessment:

- Individualized instruction: GOLD provides teachers with valuable insights to tailor instruction to each child's needs.
- Early identification of strengths and challenges: It helps identify children who may require additional support or enrichment.
- Data-driven decision-making: GOLD provides educators with data to inform their teaching practices and program improvements.
- Comprehensive view of child development: It offers a holistic understanding of children's growth and progress.

FastBridge Early Math Assessment

Grades Assessed	Windows	Results Released
KG & 01	Fall, Winter, Spring	No later than one week after the window closes.

The FastBridge earlyMath assessment is a valuable tool for educators working with young learners. The FastBridge earlyMath is designed to assess foundational numeracy skills in children, primarily in K-1. It is used for universal screening, and can be used for progress monitoring. The assessment focuses on essential early math concepts, including number sense, relations, and operations.

Benefits of the Assessment:

- Early Identification: Helps teachers identify students who need early intervention.
- Data-Driven Instruction: Provides data to inform instructional decisions and tailor teaching to individual student needs.
- Progress Monitoring: Allows teachers to track student progress over time and adjust interventions as needed.
- Efficiency: The assessments are designed to be quick and efficient, minimizing disruption to instructional time.
- Informative Reports: The system generates informative reports that provide insights into students' strengths and weaknesses.

FastBridge FastTrack Math Assessment

Grades Assessed	Windows	Results Released
02, 03, 04, 05, 06, 07, 08	Fall, Winter, Spring	No later than one week after the window closes.

The FastBridge FastTrack Math assessment is designed to provide educators with efficient and reliable data on a student's math skills. The FastBridge fastTrack Math is a valuable tool for educators seeking to improve math outcomes for all students. The FastBridge FastTrack Math includes the following components:

- aMath: Administered to all second to eighth grade students.
 - A computer-adaptive test that provides an overall measure of math achievement.
 - Adapts to the student's ability level, providing efficient and accurate results.
 - aMath provides detailed reports that help teachers understand students' strengths and weaknesses.
- CBMmath Automaticity: Administered to all second to eighth grade students.
 - A computer administered measure how automatically students can recall essential math information.

Benefits of the Assessment:

- Data-Driven Instruction: Provides teachers with actionable data to inform instructional decisions.
- Early Identification: Helps identify students who are at risk for math difficulties.
- Progress Monitoring: Allows teachers to track student progress over time and adjust instruction as needed.
- Efficiency: The computer-adaptive nature of aMath combined with CBMmath Automaticity allows for an efficient assessment, saving valuable instructional time.

Universal Social Emotional Learning (SEL) Survey

Teaching Strategies Gold (TSG) Grades Early Learning SEL		
Grades Assessed	Windows	Results Released
Pre School (PS) / Early Childhood Special Education (ECSE)	Fall, Winter, Spring	Currently not shared. However, options are being discussed for the future.

Teaching Strategies GOLD is a comprehensive, observational assessment system designed to measure children's development and learning from birth through kindergarten. It provides a holistic view of a child's progress across various domains, including literacy, mathematics, and social-emotional learning (SEL).

Benefits of the Assessment:

- Individualized instruction: GOLD provides teachers with valuable insights to tailor instruction to each child's needs.
- Early identification of strengths and challenges: It helps identify children who may require additional support or enrichment.
- Data-driven decision-making: GOLD provides educators with data to inform their teaching practices and program improvements.
- Comprehensive view of child development: It offers a holistic understanding of children's growth and progress.

Panorama Student SEL Survey

Grades Assessed	Window
03, 04, 05, 06, 07, 08, 09, 10, 11, 12	Spring

The Panorama Student Social-Emotional Learning (SEL) Survey is a tool designed to help schools and educators understand students' social and emotional competencies and their perceptions of the school environment. The survey focuses on student self-report, where students reflect on their own skills and experiences.

Benefits of the Assessment:

- **Data-Driven Instruction:** Provides schools with data to tailor their tier 1 (whole-school) instruction to meet the social-emotional needs of their students.
- **Understanding Student Needs:** Helps teachers gain a deeper understanding of the strengths and areas for growth in SEL for the students at their building
- **Creating a Positive School Climate:** Offers insights into how students perceive the school environment, enabling teachers to make adjustments to foster a more positive and supportive atmosphere.
- **Identifying Students Needing Support:** The data helps to identify groups of students that may require additional social emotional support.

Talent Development Universal Screening Assessment

Cognitive Abilities Test (CogAT)		
Grades Assessed	Windows	Results Released
02	Fall	Winter

The Cognitive Abilities Test (CogAT) is a group administered assessment that measures students' learned reasoning abilities developed through in-school and out-of-school experiences. The CogAT tests measure three cognitive domains, Verbal, Non-verbal, and Quantitative reasoning. The CogAT is a measure of a student's potential to succeed in school-related tasks. It is not a measure of general intelligence or IQ.

Benefits of the Assessment:

- Provides information to view students from a strengths'-based perspective
- Highlights exceptional potential and hidden talent among all populations,
- Enhances the Talent Development identification portfolio.
- Provides insights into how students learn best, which can help teachers adapt their instructional practices

Spanish Dual Language Assessments

STAR Early Literacy Spanish Assessment

Grades Assessed	Windows	Results Released
KG & 01 Students Enrolled in the Spanish Dual Language (SDL)	Fall, Winter, Spring	No later than one week after the window closes.

The STAR Early Reading Spanish Assessment is designed to evaluate foundational reading skills in young Spanish-speaking learners, primarily in kindergarten and first grade. It efficiently identifies students who may be at risk for reading difficulties and monitors student progress in fundamental Spanish literacy skills. The assessment evaluates essential early reading competencies specific to Spanish language development including: Conceptos de impresión (Concepts of print), Conciencia fonológica (Phonological awareness), Conocimiento alfabético (Alphabetic knowledge), and Comprensión inicial (Early comprehension).

Benefits of the Assessment:

- Provides data-driven insights into Spanish literacy development.
- Supports educators in implementing appropriate Spanish language interventions.
- Enables teachers to track student growth over time and evaluate the effectiveness of interventions.
- Guides instructional planning with detailed Spanish literacy skill analysis.
- Allows for efficient screening.
- Grounded in research on Spanish reading development and acquisition.
- The system generates informative reports that highlight students' strengths and areas for growth in Spanish literacy.

Advantages over FastBridge for Assessing Spanish:

- Computer-adaptive testing for more precise measurement
- Larger Spanish-speaking normative data samples
- Extensive validation studies for Spanish literacy
- Predictive capabilities for long-term reading outcomes

STAR Spanish Literacy Assessment

Grades Assessed	Windows	Results Released
02, 03, 04, 05 Students Enrolled in the Spanish Dual Language (SDL)	Fall, Winter, Spring	No later than one week after the window closes.

STAR Reading Spanish is a valuable tool for educators focused on comprehensive Spanish literacy assessment. STAR Reading Spanish efficiently measures overall reading ability in Spanish-speaking students K-12 through a computer-adaptive format. It identifies students at risk for reading difficulties and provides instructional recommendations. The assessment evaluates critical Spanish literacy components including Vocabulario (vocabulary), Comprensión (comprehension), Análisis de texto (text analysis), and Adquisición del lenguaje (language acquisition).

Benefits of the Assessment:

- Provides detailed Spanish reading proficiency data.
- Identifies students needing intervention in Spanish.
- Tracks growth and evaluates instructional effectiveness.
- Generates comprehensive reports with instructional planning.
- Includes authentic Spanish content reflecting cultural relevance.

Advantages over FastBridge for assessing Spanish:

- True computer-adaptive technology specifically designed for Spanish assessment
- Robust normative data from native Spanish speakers
- On-demand assessment availability with immediate scoring
- Extensive research validation with diverse Spanish-speaking populations

STAR CBM Lectura Assessment		
Grades Assessed	Windows	Results Released
02, 03, 04, 05 Students Enrolled in the Spanish Dual Language (SDL)	Fall, Winter, Spring	No later than one week after the window closes.

STAR CBM Lectura is a valuable tool for educators focused on Spanish reading development. STAR CBM Lectura efficiently screens and monitors Spanish reading progress in grades K-5, measuring oral reading fluency through one-minute passages. It identifies students at risk for reading difficulties and analyzes Spanish-specific error patterns. The assessment evaluates: Conciencia fonémica(Phonemic Awareness), Fonética(phonics), Fluidez de lectura oral (Oral Reading Fluency), and Comprensión (Comprehension).

Benefits of the Assessment:

- Provides data-driven insights into Spanish reading development.
- Identifies students needing targeted intervention in Spanish.
- Tracks growth over time and evaluates intervention effectiveness.
- Enables efficient screening (1-3 minutes per measure).
- Generates reports highlighting strengths and weaknesses.
- Includes authentic Spanish texts reflecting cultural relevance.

Advantages over FastBridge for Assessing Spanish:

- Larger Spanish-speaking normative data samples
- Extensive validation with Spanish-speaking populations

STAR Math Spanish Assessment

Grades Assessed	Windows	Results Released
02, 03, 04, 05	Fall, Winter, Spring	No later than one week after the window closes.

STAR Math Spanish provides reliable data on students' math skills in Spanish, featuring:

- A computer-adaptive test that provides an overall measure of math achievement in Spanish.
- Measures application of essential math concepts in Spanish
- Assesses grade-level standards alignment and skill mastery

Benefits:

- Data-driven instruction for Spanish-speaking students
- Early identification of at-risk students
- STAR Math Spanish helps English-first bilingual students accurately measure math skills acquired in Spanish immersion programs, validating their progress in both language and mathematics simultaneously
- Progress monitoring with culturally responsive adjustments

Advantages for Assessing Math in Spanish:

- Assessment in native Spanish language
- Culturally relevant assessment items
- Support for bilingual and dual language programs
- Comprehensive Spanish reporting for educators and families

French Immersion Assessments

French Early Reading Phonemic Awareness Inventory scores (8 tests in French) plus French sight words

Grades Assessed	Windows	Results Released
KG & 01 Students Enrolled at Normandale Elementary	Winter & Spring	Progress in this domain is shared at Spring conferences and summative results are a part of Semester 2 grade reporting.

The French Reading Phonemic Awareness Inventory is designed to assess both unified and component skills associated with kindergarten through 1st grade. Based on the Science of Reading, these subtests are intended to enable screening (to determine interventions) and progress monitoring across several domains (onset, medial, rime sounds, rhyming, onset blending, phoneme blending, onset segmenting, phoneme segmenting). It provides domain-specific information on these component skills, as well as a general estimate of overall early reading achievement in French.

The assessment aims to measure a student's ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken French. Because French has its own unique phonological rules, these assessments are designed to reflect those specific characteristics. They are often used in early childhood and primary education, particularly in French immersion programs. A key component of these assessments is to follow the Science of Reading principles, which are also being applied to Normandale's French Literacy Block.

Benefits of the Assessment:

- Provides valuable insights into students' strengths and weaknesses in phonemic awareness in French.
- Helps teachers to tailor instruction to meet individual student needs in French.
- Allows for early identification of students who may be at risk for reading difficulties in French.
- Informs instructional decisions and helps to monitor student progress in French.
- Helps to guide intervention strategies in French.
- Helps to provide data for progress reports of early French reading skills at Normandale.

French IDAPEL		
Grades Assessed	Windows	Results Released
01 & 02 Students Enrolled at Normandale Elementary	Fall, Winter, Spring	Results and progress towards benchmark are shared at conference time and in Semester 1 and 2 grade reporting.

The "IDAPEL" has evolved, and it's now often referred to as "Acadiance Reading Français." However, the core purpose and principles remain consistent.

The purpose of the French IDAPEL assessment is to provide educators with standardized, reliable measures to track student progress in fundamental reading skills in French. Like FASTBridge measures, Acadiance Reading Français (formerly IDAPEL) is a series of French-language benchmark assessments and coordinating progress monitoring probes designed to evaluate early literacy skills in students learning to read in French, primarily in grades 1-5. It's modeled after the well-established DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments used for English literacy. The subtests used include phonological awareness, alphabetic principle, reading fluency. They are designed for universal screening and identification of students who may be at risk for reading difficulties.

Benefits of the Assessment:

- Provides data-driven insights into student reading development in French.
- Helps identify students who need additional support.
- Allows teachers to monitor the effectiveness of their instruction and interventions.
- Offers standardized measures for consistent evaluation.

The Acadiance Reading Français provides a valuable tool for educators to ensure that students are developing the foundational skills necessary for successful reading in French.

Standards-Based Measurement of Proficiency (STAMP) French listening, Speaking, and Reading Assessment

Grades Assessed	Windows	Results Released
03 Students Enrolled at Normandale Elementary	Fall	Collective results are shared with leadership teams made up of diverse stakeholders and used for programming decisions. Individual results are not shared with families.
08 French Immersion Students Enrolled at Valley View	May	Results are shared with students and families in the spring following testing and also used to track French Immersion programmatic progress.

The Avant STAMP (Standards-Based Measurement of Proficiency) assessments, particularly the STAMP 4S, are designed to evaluate language proficiency in real-world contexts. The STAMP assessments measure language proficiency in listening, speaking, reading, and writing. 8th grade students do all components of the assessment and 3rd grade students do all components but the writing. The STAMP aims to provide accurate data on a learner's ability to use the language in practical situations. The assessments utilize authentic materials, such as articles, audio clips, and scenarios, to simulate real-life language use.

Benefits of the Assessment:

- Provides reliable data to track student progress and inform instructional decisions.
- Provides consistent evaluation due to alignment with national and international language proficiency standards.
- Helps evaluate the effectiveness of language programs and identify areas for improvement.
- Models for students the application of the language in day to day life.

Statewide Required Assessments

WIDA Access for ELLs / WIDA Alternate ACCESS for ELLs		
Grades Assessed	Windows	Results Released
KG, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12 ELL Students	Spring	Typically early September of the Next School Year The Actual Date is Determined by the MDE

It's important to understand the WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs assessments, as they play a crucial role in evaluating the English language proficiency of English learners (ELLs).

The ACCESS for ELLs is a suite of large-scale, standards-based assessments designed to measure English language proficiency in four domains. The domains are Listening, Speaking, Reading, and Writing. It's administered annually to ELLs in grades K-12. The assessment is aligned with the WIDA English Language Development (ELD) Standards.

Benefits of the Assessment:

- Allows teachers to track students' progress in acquiring academic English over time.
- Results provide valuable data for planning and differentiating instruction to meet the specific needs of ELLs.
- Helps determine whether students are eligible for English language support services and whether they have achieved sufficient proficiency to be reclassified.
- Meets federal requirements for monitoring and reporting ELLs' progress.

WIDA Alternate ACCESS for ELLs:

Basic Description:

- This is an individually administered, paper-based assessment designed for ELLs with significant cognitive disabilities.
- It measures English language proficiency in the same four domains as the general ACCESS for ELLs.
- It is designed to be accessible for students that participate in alternate state testing.

Specific Aspects and Benefits for Teachers:

- Provides a way to assess the English language proficiency of ELLs who cannot participate in the general ACCESS for ELLs assessment.
- Allows for flexibility and accommodations to meet the unique needs of each student.
- Allows teachers to gather data on the English language development of students with significant cognitive challenges.

Minnesota Comprehensive Assessment (MCA) Math / MTAS Math

Grades Assessed	Windows	Results Released
03, 04, 05, 06, 07, 08, 11	Spring	Typically early September of the Next School Year The Actual Date is Determined by the MDE

The Minnesota Comprehensive Assessments (MCA) in mathematics primarily serve to measure student achievement against state academic standards, providing a gauge of how well students have learned key mathematical concepts. These assessments also fulfill state and federal accountability requirements, and offer valuable data to educators for refining instructional practices and curriculum effectiveness.

Benefits of the Assessment:

- Allows for consistent measurement of student performance across the state, enabling comparisons between schools and districts.
- Offers educators valuable insights into student strengths and weaknesses, enabling targeted adjustments to teaching and curriculum.
- Satisfies state and federal mandates, ensuring schools and districts are held responsible for student progress.

Minnesota Comprehensive Assessment (MCA) Reading / MTAS Reading

Grades Assessed	Windows	Results Released
03, 04, 05, 06, 07, 08, 10	Spring	Typically early September of the Next School Year The Actual Date is Determined by the MDE

The Minnesota Comprehensive Assessments (MCA) in reading primarily serve to measure student achievement against state academic standards, providing a gauge of how well students have learned key concepts. These assessments also fulfill state and federal accountability requirements, and offer valuable data to educators for refining instructional practices and curriculum effectiveness.

Benefits of the Assessment:

- Allows for consistent measurement of student performance across the state, enabling comparisons between schools and districts.
- Offers educators valuable insights into student strengths and weaknesses, enabling targeted adjustments to teaching and curriculum.
- Satisfies state and federal mandates, ensuring schools and districts are held responsible for student progress.

MCA Science / Alternate Science

Grades Assessed	Windows	Results Released
Students Currently Taking Biology, Typically 11 th grade.	Spring	Typically early September of the Next School Year The Actual Date is Determined by the MDE

The Minnesota Comprehensive Assessments (MCA) in science primarily serve to measure student achievement against state academic standards, providing a gauge of how well students have learned key science concepts. These assessments also fulfill state and federal accountability requirements, and offer valuable data to educators for refining instructional practices and curriculum effectiveness.

Benefits of the Assessment:

- Allows for consistent measurement of student performance across the state, enabling comparisons between schools and districts.
- Offers educators valuable insights into student strengths and weaknesses, enabling targeted adjustments to teaching and curriculum.
- Satisfies state and federal mandates, ensuring schools and districts are held responsible for student progress.

ACT: College Entrance Exam		
Grades Assessed	Windows	Results Released
11th Grade Students	Spring	Typically Mid to Late August of the Next School Year Determined by the MDE

The ACT (originally American College Testing) is a standardized test used for college admissions at some Universities in the United States. Here's a breakdown of what it is and how it's used:

Standardized Test:

- It's designed to measure a high school student's general educational development and their ability to complete college-level work.

Sections:

- The ACT consists of four multiple-choice sections:
 - English
 - Mathematics
 - Reading
 - Science
- There's also an optional writing section.

Purpose:

- It provides colleges and universities with a standardized way to compare applicants.

How Colleges and Universities Use the ACT:

Admissions Decisions:

- Many colleges use ACT scores as part of their admissions process. Scores are considered alongside other factors like high school GPA, coursework, extracurricular activities, and essays.

Placement:

- Some colleges use ACT scores to determine placement in certain courses, such as math or English.

Scholarships:

- Many scholarships, both from colleges and other organizations, use ACT scores as part of their eligibility criteria.

College Readiness:

- The ACT is designed to measure college readiness, so colleges use it to gauge how well prepared a student is for higher education.

Required Statewide Surveys

Minnesota Student Survey

Grades Assessed	Windows	Results Released
05, 08, 09, 11	Winter or Spring	Typically early September of the Next School Year The Actual Date is Determined by the MDE

The Minnesota Student Survey (MSS) is a statewide survey administered every three years to students in grades 5th, 8th, 9th, and 11th public and private schools in Minnesota. This data provides valuable insights into the experiences and perspectives of Minnesota students and helps schools, communities, and policymakers with resource allocation and decision making in relation to overall well-being. The survey covers a wide range of topics, including:

- Health: Physical and mental health, substance use, and sexual health
- Safety: Bullying, violence, and school climate
- Engagement: Academic engagement, extracurricular activities, and school connectedness
- Relationships: Family, peer, and community relationships

The MSS is a valuable resource for understanding the challenges and opportunities faced by Minnesota students and for taking action to improve their lives.


Appendix

Universal Screening Literacy Testing Windows

2025-2026 Literacy Universal Screening Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
Teaching Strategies Gold (TSG) Literacy	Fall	08/30/2025 - 12/20/2025															
	Winter	01/04/2026 - 03/01/2026															
	Spring	03/01/2026 - 05/30/2026															
FastBridge earlyReading English	Fall	08/11/2025 - 10/10/2025															
	Winter	12/08/2025 - 01/23/2026															
	Spring	03/16/2026 - 05/15/2026															
FastBridge FastTrack Literacy Assessment	Fall	08/11/2025 - 10/10/2025															
	Winter	12/08/2025 - 01/23/2026															
	Spring	03/16/2026 - 05/15/2026															

Administered to all students

2026-2027 Literacy Universal Screening Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
Teaching Strategies Gold (TSG) Literacy	Fall	08/30/2026 - 12/20/2027															
	Winter	01/04/2027 - 03/01/2027															
	Spring	03/01/2027 - 05/30/2027															
FastBridge earlyReading English	Fall	08/10/2026 - 10/09/2026															
	Winter	12/07/2026 - 01/22/2027															
	Spring	03/15/2027 - 05/14/2027															
FastBridge FastTrack Literacy Assessment	Fall	08/10/2026 - 10/09/2026															
	Winter	12/07/2026 - 01/22/2027															
	Spring	03/15/2027 - 05/14/2027															


 Administered to all students

Universal Screening Math Testing Windows

2025-2026 Math Universal Screening Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
Teaching Strategies Gold (TSG) Math	Fall	08/30/2025 - 12/20/2025															
	Winter	01/04/2026 - 03/01/2026															
	Spring	03/01/2026 - 05/30/2026															
FastBridge earlyMath	Fall	08/11/2025 - 10/10/2025															
	Winter	12/08/2025 - 01/23/2026															
	Spring	03/16/2026 - 05/15/2026															
FastBridge FastTrack Math Assessment	Fall	08/11/2025 - 10/10/2025															
	Winter	12/08/2025 - 01/23/2026															
	Spring	03/16/2026 - 05/15/2026															

Administered to all students

2026-2027 Math Universal Screening Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
Teaching Strategies Gold (TSG) Math	Fall	08/30/2026 - 12/20/2026															
	Winter	01/04/2027 - 03/01/2027															
	Spring	03/01/2027 - 05/30/2027															
FastBridge earlyMath	Fall	08/10/2026 - 10/09/2026															
	Winter	12/07/2026 - 01/22/2027															
	Spring	03/15/2027 - 05/14/2027															
FastBridge FastTrack Math Assessment	Fall	08/10/2026 - 10/09/2026															
	Winter	12/07/2026 - 01/22/2027															
	Spring	03/15/2027 - 05/14/2027															


 Administered to all students

Spanish Dual Language Universal Screening Testing Windows

2025-2026 Spanish Dual Language Literacy Universal Screening Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
STAR Early Literacy Spanish Assessment	Fall	08/11/2025 - 10/10/2025															
	Winter	12/08/2025 - 01/23/2026															
	Spring	03/16/2026 - 05/15/2026															
STAR Literacy Spanish Assessment	Fall	08/11/2025 - 10/10/2025															
	Winter*	12/08/2025 - 01/23/2026															
	Spring	03/16/2026 - 05/15/2026															
STAR CMB Lectura Assessment	Fall	08/11/2025 - 10/10/2025															
	Winter*	12/08/2025 - 01/23/2026															
	Spring	03/16/2026 - 05/15/2026															

Administered to all students
 * Administered to some students showing need for instructional purposes

2026-2027 Spanish Dual Language Literacy Universal Screening Assessments			Grades Assessed													
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2
STAR Early Literacy Spanish Assessment	Fall	08/11/2025 - 10/10/2025														
	Winter	12/08/2025 - 01/23/2026														
	Spring	03/16/2026 - 05/15/2026														
STAR Spanish Literacy Assessment	Fall	08/11/2025 - 10/10/2025														
	Winter	12/08/2025 - 01/23/2026														
	Spring	03/16/2026 - 05/15/2026														
STAR CMB Lectura Assessment	Fall	08/11/2025 - 10/10/2025														
	Winter*	12/08/2025 - 01/23/2026														
	Spring	03/16/2026 - 05/15/2026														

 Administered to all students

* Administered to some students showing need for instructional purposes

2025-2026 Spanish Dual Language Math Universal Screening Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
STAR Math Spanish Assessment	Fall	08/11/2025 - 10/10/2025															
	Winter	12/08/2025 - 01/23/2026															
	Spring	03/16/2026 - 05/15/2026															

2026-2027 Spanish Dual Language Math Universal Screening Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
STAR Math Spanish Assessment	Fall	08/11/2025 - 10/10/2025															
	Winter	12/08/2025 - 01/23/2026															
	Spring	03/16/2026 - 05/15/2026															

French Immersion Universal Screening Testing Windows

2025-2026 French Immersion Literacy Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
French Reading Phonemic Awareness Inventory scores (8 tests in French) plus French sight words	Fall	Not Assessed															
	Winter																
	Spring																
French IDAPEL	Fall																
	Winter																
	Spring																
Standards-Based Measurement of Proficiency (STAMP) French listening, Speaking, and Reading Assessment	Fall																
	Spring																


 Administered to all students

2026-2027 French Immersion Literacy Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
French Reading Phonemic Awareness Inventory scores (8 tests in French) plus French sight words	Fall	Not Assessed															
	Winter																
	Spring																
French IDAPEL	Fall																
	Winter																
	Spring																
Standards-Based Measurement of Proficiency (STAMP) French listening, Speaking, and Reading Assessment	Fall																
	Spring																

Administered to all students

Statewide Assessment Testing Windows

2025-2026 Statewide Assessments		Grades Assessed													
Assessment Name	Assessment Window Dates	ELC	KG	01	02	03	04	05	06	07	08	09	10	11	12
WIDA ACCESS for ELLs	01/26/2026 - 03/20/2026														
WIDA Alternate ACCESS for ELLs	01/26/2026 - 03/20/2026		✿	✿	✿	✿	✿	✿	✿	✿	✿	✿	✿	✿	✿
MCA Math	03/02/2026 - 05/01/2026														
MTAS Math	03/02/2026 - 05/01/2026					✿	✿	✿	✿	✿	✿			✿	
MCA Reading	03/02/2026 - 05/01/2026														
MTAS Reading	03/02/2026 - 05/01/2026					✿	✿	✿	✿	✿	✿		✿		
MCA Science	03/02/2026 - 05/08/2026														
Alternate Science	03/02/2026 - 05/01/2026							✿			✿			✿	

 Administered to all students

 Administered to students who meet qualification requirements outlined by The Minnesota Department of Education (MDE)

Source: <https://education.mn.gov/mde/dse/test/PROD081893>

Statewide Assessments 2026-2027 School Year <i>DRAFT Per The MDE</i>		Grades Assessed													
Assessment Name	Assessment Window Dates	ELC	KG	01	02	03	04	05	06	07	08	09	10	11	12
WIDA ACCESS for ELLs	02/01/2027 - 03/26/2027		☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆
WIDA Alternate ACCESS for ELLs	02/01/2027 - 03/26/2027		✿	✿	✿	✿	✿	✿	✿	✿	✿	✿	✿	✿	✿
MCA Math	03/08/2027 - 05/07/2027														
MTAS Math	03/08/2027 - 05/07/2027					✿	✿	✿	✿	✿	✿			✿	
MCA Reading	03/08/2027 - 05/07/2027														
MTAS Reading	03/08/2027 - 05/07/2027					✿	✿	✿	✿	✿	✿		✿		
MCA Science	03/08/2027 - 05/14/2027														
Alternate Science	03/08/2027 - 05/07/2027							✿			✿			✿	

 Administered to all students

 Administered to students receiving English Language Learner (ELL) Services

 Administered to students who meet qualification requirements outlined by The Minnesota Department of Education (MDE)

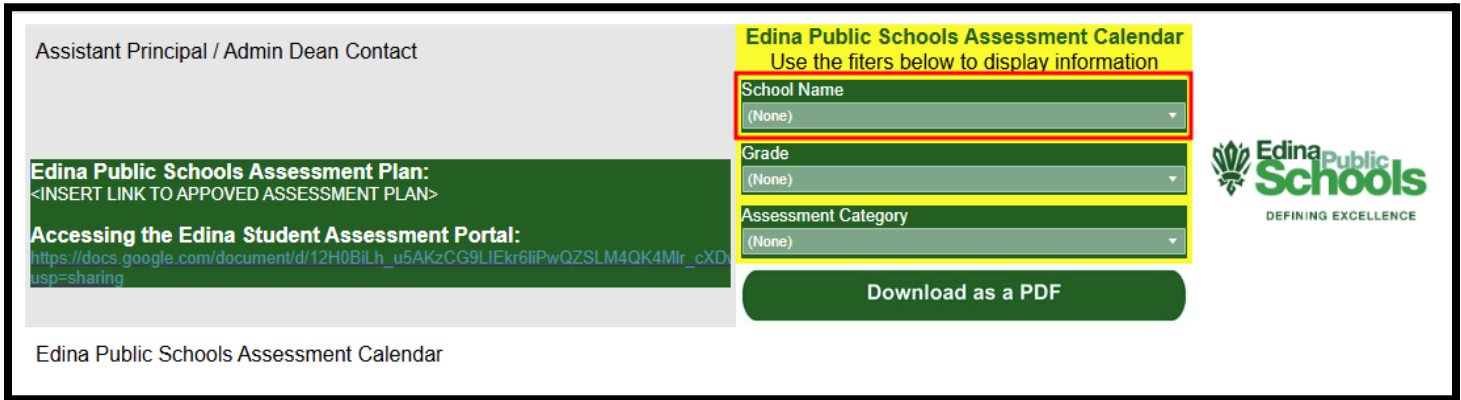
Source: <https://education.mn.gov/mde/dse/test/PROD084891>

Assessment Calendar

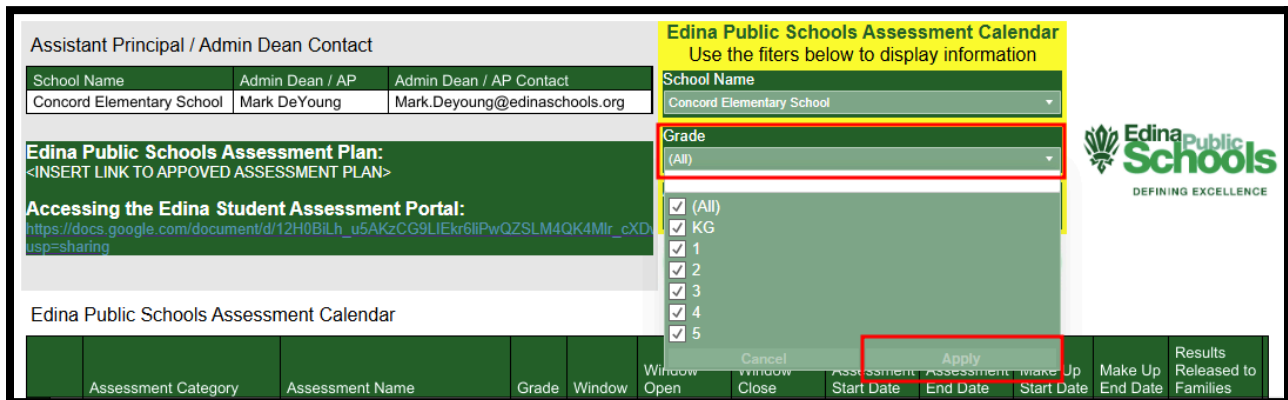
Online Assessment Calendar

Using the Assessment Calendar

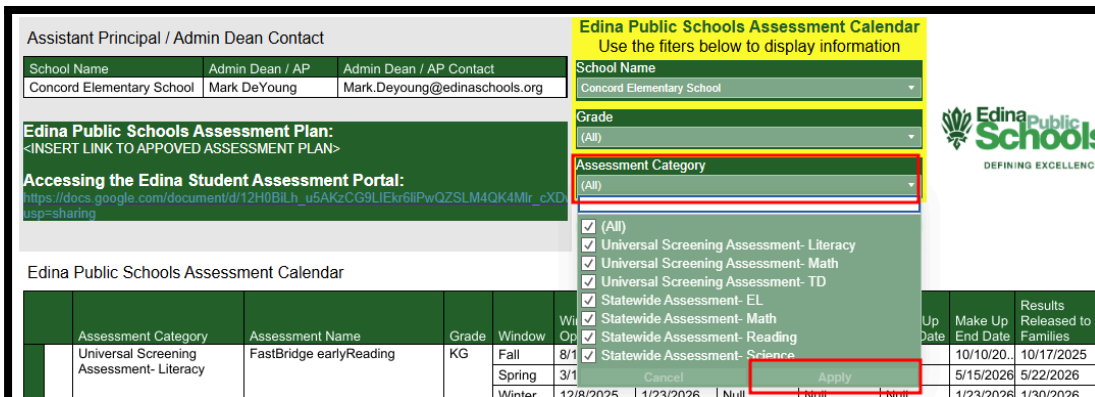
1. Access the [Assessment Calendar](#)
2. Filter the calendar
 - a. Select your School from the drop list.



- b. Select your Student/s Grade/s from the Grade drop list and click the apply button



- c. Optional Select the category of assessment you wish to view and click the apply button



3. You can download the calendar as a PDF by clicking the **Download as a PDF** button.

VII.C. Policy Review - Rapid (516, 538)

Speaker (s): Policy
Committee



Board Meeting Date: 6/9/2025

Title: Policy Review

Type: Action

Presenter(s): Board Policy Committee

Description: The following policies have been reviewed with an eye toward clarity, District practice, and alignment with State and Federal statutes. There are minimal to no changes.

- Policy 516 Student Medication
- Policy 538 Student Travel

Recommendation: Approve the suggested modifications for Policies 516 and 538.

Desired Outcome(s) from the Board: Approve suggested modifications.

Attachments:

1. Policy 516 Student Medication
2. Policy 538 Student Travel

Students

Student Medication

I. Purpose

This policy sets forth the provisions that will be followed when administering prescription and nonprescription medication to students.

II. General Statement of Policy

The school district acknowledges that some students may require prescription and nonprescription medication during the school day. In such cases, medication may be administered only by the licensed school nurse/registered nurse, trained health services employee, or other employee to whom the licensed school nurse/registered nurse designates this responsibility. The licensed school nurse/registered nurse is responsible for educating the designee about the reason the medication is needed, the usual dose of the medication, and the possible side effects of the medication(s). The district strongly discourages students from possessing and self-administering nonprescription medication without written authorization from the student's parent or guardian, filed in the health office.

III. Administration Procedures and Exclusions

A. Medications administered at school must be FDA-approved and listed in the *Physicians' Desk Reference* ("PDR"). Rare exceptions will be considered individually by the district medical advisor and the health services coordinator.

1. Drugs and medications ("medications") used by students not governed by this policy include the following:
 - a. Medications used off school district property, unless as part of district-sponsored field trip;
 - b. Medications used in connection with athletics or extracurricular activities; and
 - c. Medications used in connection with activities that occur before or after the regular school day.
2. Prescription medication as used in this policy does not include any form of medical cannabis as defined by and in accordance with state law.
3. If the administration of medication(s) requires the district to store the

medication, the parent/guardian must inform the district if the medication is a controlled substance.

- a. If the medication is a controlled substance, the parent/guardian must retrieve the medicine upon district request.
- b. If the medication is not a controlled substance, the parent/guardian must designate the district as an authorized entity to transport the medication for destruction purposes.

B. Request Procedure

The administration of prescription and nonprescription medication requires a completed signed Medication Administration Authorization form from the student's parent/guardian and a physician before the medication will be administered. An oral request must be reduced to writing within two school days, provided that the district may rely on an oral request until the Medication Administration Authorization form is received. When medication administration is necessary, the Medication Authorization Form must be completed not less than once per school year and when a change in the prescription or requirements for administration occurs.

The licensed school nurse/registered nurse or designee may request to receive further information about the prescription from the prescriber, if needed, prior to administration of the medication.

C. Storage

Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law, and will be administered in a manner consistent with the instructions on the label.

Medication will be kept under the secured care of district employees. Exceptions to this requirement are refrigerated medication, prescription asthma medications self-administered with an inhaler, and medications administered as noted in a written agreement between the district and the parent/guardian or as specified in an Individualized Education Plan ("IEP"), Section 504 Plan, or Individual Health Plan ("IHP").

D. Administration

Procedures for administration of medicine at school and school activities are developed in consultation with a licensed school nurse/registered nurse. For medicine used by students with a disability, administration may be as provided in the IEP, Section 504 Plan, or IHP.

1. General Exceptions

- a. Emergency health procedures, including emergency administration of

drugs and medicine, are not subject to this policy.

- b. Medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy.
- c. Specific health treatment and health functions (e.g., catheterization, tracheostomy suctioning, and gastrostomy feedings) do not constitute administration of medicine.

2. Self-Administered Inhalers Exception

Medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:

- a. The district has received a Medication Administration Authorization from the student's parent/guardian permitting the student to self-administer the medication and a written physician order for the current school year.
- b. The inhaler is properly labeled for that student.
- c. The parent/guardian has not requested a district employee to administer the medication to the student.

The parent/guardian must submit written authorization for the student to self-administer the medication each school year. The licensed school nurse or registered nurse or other appropriate party will assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers.

3. Epinephrine Auto-Injectors Exception

At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent/guardian, district employees, including those responsible for student health care, and the prescribing medical professional will develop and implement an IHP for a student who is prescribed epinephrine autoinjectors that enables the student to:

- a. possess epinephrine autoinjectors; or
- b. if the parent/guardian and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine autoinjectors in close proximity to the student at all times during the instructional day. For the purposes of this exception, the instructional day is defined as the start time and ending time of the school/program as defined by the district.

The IHP will designate the district employees responsible for implementing

the student's IHP, including recognizing anaphylaxis and administering epinephrine autoinjectors when required, consistent with state law. This health plan may be included in a student's Section 504 Plan.

The district may obtain and possess epinephrine auto-injectors to be maintained and administered by district personnel, including a licensed nurse, to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with state law is not the practice of medicine.

Registered nurses may administer epinephrine auto-injectors in a school setting according to a condition-specific protocol as authorized under state law. Notwithstanding any limitation in state law, licensed practical nurses may administer epinephrine auto-injectors in a school setting according to a condition-specific protocol that does not reference a specific patient and that specifies the circumstances under which the epinephrine auto-injector is to be administered, when caring for a patient whose condition falls within the protocol.

The district may enter into arrangements with manufacturers of epinephrine auto-injectors to obtain epinephrine auto-injectors at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for the district's supply of epinephrine auto-injectors.

4. Employees

- a. Trained employees may administer medication to students in special cases when the licensed school nurse, registered nurse, employees involved, and parents/guardians agree in writing to this plan and doing so is not inconsistent with any applicable medical orders or standards. In these cases, the medication will be kept locked in a cabinet and the employees will keep a record of the date, time, name, and amount of medication(s) given to students.
- b. Trained employees may administer medication to students when necessary on field trips. The licensed school nurse/registered nurse will instruct the trained employees about the proper method of administration, storage, and any side effects of the medication to be administered. The same labeling and documentation requirements listed above will apply.

E. Sunscreen

A student may possess and apply a topical sunscreen product during the school day while on district property or at a school-sponsored event without a prescription, physician's note, or other documentation from a licensed health care professional. District personnel are not required to provide sunscreen or

assist students in applying sunscreen.

F. Recordkeeping

All medication administered at school will be documented. This documentation includes the name and dose of medication, time of administration, and the name of the individual who administered the medication.

The licensed school nurse/registered nurse or other designated person is responsible for the filing of the signed Medication Authorization documents in the student's health record. The licensed school nurse/registered nurse, or designee, is responsible for providing a copy of such form to the principal and to other employees designated to administer the medication.

G. Discontinuing a Medication

Medication will be discontinued when a parent/guardian gives verbal permission to discontinue the medication. This request must be followed in writing by the parent/guardian.

H. Unclaimed Medications

1. The district will contact parents/guardians to collect unclaimed medications.
2. Transportation for destruction of unclaimed medications that are non-controlled substances will occur at least annually, but more frequently at the district's discretion. The district will transport the medication to a designated drop-off box or collection site or may request law enforcement assistance in transportation.
3. The district will not transport unclaimed medications that are controlled substances. If the controlled substance is unclaimed, the district will request that a law enforcement agency transport the controlled substance to a collection bin that complies with Drug Enforcement Agency regulations, or if a site is not available, under the law enforcement agency's procedures for transporting such controlled substance.

I. Medications that are Controlled Substances

Medications that are considered to be controlled substances for purposes of state and federal law are subject to the following security provisions:

1. Controlled substances will be counted when they arrive at school and before they leave school. This count will be recorded.
2. If a controlled substance is dropped on the floor, it will be disposed of in a health office hazardous waste container, witnessed and recorded by two adults.

4. Unless written parent or guardian permission is received prior to a field trip, the district is prohibited from transporting medicines that are controlled substances. The parent/guardian must retrieve unused medicines that are controlled substances at the request of the district.

Legal References:

20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.21 (School Health Services)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.2205 (Possession and Use Epinephrine Autoinjectors; Model Policy)
Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)
Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
Minn. Stat. § 147.081, subd. 2 (Practicing Without License; Penalty)
Minn. Stat. § 148.171-148.285 (Minnesota Nurse Practice Act)
Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
Minn. Stat. § 152.22 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
Minn. Rules, Chapter 7045 (Hazardous Waste)

Cross Reference:

Policy 516.5 (Overdose Medication)

Policy

adopted: 06/16/08
amended: 03/12/12
revised: 06/16/14
revised: 07/19/21
revised: 12/02/24

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota



—Edina Public Schools— Medication Administration Authorization

~~Do not use this form for students who require medication for asthma, severe allergies, seizures, or diabetes. Please have your medical provider complete action plans for these health conditions.~~

Student: _____ Date of Birth: _____ Grade: _____

~~PHYSICIAN AND PARENT/GUARDIAN SIGNATURE REQUIRED BELOW:~~

~~Parents/guardians asking district employees to give medication to their child must provide written permission each school year that has been signed by the child's licensed health care provider and the parent/guardian. The medication must be provided in the original, labeled container.~~

PHYSICIAN/LICENSED PRESCRIBER'S ORDER FOR ADMINISTRATION OF MEDICATION BY SCHOOL PERSONNEL — To be completed by physician/licensed prescriber.				
Medication	Dose in mg	Frequency	Route	Medical Condition
Physician/licensed prescriber signature (required):				Date:
Print Name of Prescriber			Clinic Name	
Phone:			Fax:	

~~All authorizations expire at the end of the school year or following the summer school session.~~

Parent/ Guardian Authorization

I request that the above medication/s be given during school hours as ordered by my child's physician/licensed prescriber.

I request that the medications be given on field trips as prescribed. Yes

No

I will notify the school if medication is stopped.

I give permission for the medication/s to be given by school personnel as delegated, trained, and supervised by the school nurse.

Legally, I may refuse to sign the authorization to administer medication form. If I refuse to sign, the district will not be able to administer the medication.

This consent may be revoked at any time by sending a written notice to the licensed school nurse.

If this medication(s) is a controlled substance, I am obligated to retrieve the controlled substance when requested by the district.

If this medication(s) is not a controlled substance, I hereby designate the district as an authorized entity to transport the medication for the purposes of destruction if any unused medication(s) remains.

Parent/Guardian Signature _____
Date

Permission for Release of Information

I give permission for the school nurse to contact my child's physician/licensed prescriber with questions about the above listed medication/(s) or medical condition/(s) being treated by medication/(s).

I give permission for the physician/licensed prescriber to release information related to the above medication/(s) and medical condition/(s) to the licensed school nurse.

Parent/Guardian Signature _____
Date

Appendix I to Policy 516 and Appendix V to Policy 538



Student Name _____ DOB _____

Date _____ School _____

Edina Public Schools Medication Administration Authorization

For students that require medications for asthma, severe allergies, seizures, or diabetes, have the licensed provider complete a signed action plan.

To be completed by a physician/licensed prescriber					
Medication	Dose in mg	Frequency/Time	Route	Medical Condition and ICD10	Check if controlled substance
Physician/licensed prescriber signature: _____				Date: _____	
Print Name of Prescriber: _____			Clinic Name: _____		
Phone: _____			Fax: _____		

Parent/ Guardian Authorization

1. I request that the above medication(s) be given during school hours as ordered by my child's physician/licensed prescriber.
2. I request that the medications be given on field trips as prescribed. Yes No
3. I request that the medication be given during EPS non-school hours/days programming (ie. Kids Club/Enrichment Programs) and I am responsible for training the staff. I understand the school nurse may not be available during this time. Yes No
4. I request that medication be available to EPS staff during non-school hours/days for EPS programming. Yes No
5. I will notify the school/program if medication is stopped or changed.
6. I give permission for the medication/s to be given by school personnel as delegated, trained, and supervised by the school nurse.
7. Legally I may refuse to sign the authorization to administer medication form. If I refuse to sign, EPS will not be able to administer the medication.
8. This consent may be revoked at any time by sending a written notice to the licensed school nurse or program lead.
9. This permission expires at the end of the school year/prior to the first date of the next school year. A new authorization will be required to administer the medication after the first day of the new school year.
10. All medication, both prescribed and over the counter, must be sent to school in the original container or pharmacy-labeled container.
11. I understand that I am required to retrieve the drugs, medications, or controlled substances when asked by the school. If I do not timely up the drugs or medications, I designate the school district as an authorized entity to transport the drugs or medications for the purpose of destruction.

Parent/Guardian Signature _____ Date _____

Permission for Release of Information

1. I give permission for the school nurse to communicate, as needed, with school staff about my child's medical condition(s) and the action of the medication/s in order to provide for my child's health and safety needs at school.
2. I give permission for a school nurse to contact my child's physician/licensed prescriber with questions about the above listed medication/s or medical condition/s being treated by medication/s.
3. I give permission for the physician/licensed prescriber to release information related to the above medication(s) and medical condition(s) to the licensed school nurse.

Parent/Guardian Signature _____ Date _____

Whenever possible, the parent or guardian should make arrangements so that it is not necessary for school personnel to administer medication to a student while at school. When a medication is necessary during school hours, our intention is to insure the health and safety of your student. Thank you for your cooperation.

Each year, the following must be followed when sending any prescription or nonprescription medication to school:

1. **A completed parent/guardian signature and consent** authorizing school personnel to administer medication. Medications will NOT be administered or accepted until signed medical orders AND signed parental consent are provided to the health office.
2. **A written order from the physician** with instructions for all medications, prescription and over-the-counter. The order may be faxed to the school.
3. **The original pharmacy labeled container.** For prescription medications, the pharmacist can supply a labeled container, one for home and one for school. The pharmacy label must have the following:
 - Student full name,
 - Physician name,
 - Medication name and dosage,
 - Time and directions for administration,
 - Current date.
4. **New medication consent form is required when:**
 - The dosage or time of administration is changed
 - At the beginning of each school year
 - If discontinued medication is restarted. The parent/guardian must notify the school in writing when the medication is discontinued.
5. **Storage:** Medication to be administered at school will be stored in the Health Office. Exceptions are students who may carry an asthma inhaler or epinephrine, if they have a written doctor's order and written parental permission to do so and have demonstrated to the school nurse competency in administration.
6. **End of Year Medication Pickup and Disposal:** At the end of the school year, all medications must be picked up in the health office by the parent/guardian or responsible adult. Parents/guardians are encouraged to dispose of unwanted medications properly. More information can be found at [MN Pollution Control Website](#). EPS will dispose of unclaimed medications following proper guidelines.
7. **Half Tablets:** Health Services Staff is not responsible for breaking tablets in half. When there is a physician order to give one-half of a tablet, talk with your pharmacist.
8. **Field Trips / Extended Learning:** Complete the field trip section on the Authorization for Medication Administration form. Additional consent will be necessary for overnight and extended trips. Health Services staff do not routinely accompany students on field trips and a teacher may be responsible for administration of medication.
9. **Standard Medications:** Health Services Staff will only administer medication that is listed and described in the Standard Physician's Desk Reference (PDR).

[Edina Medication at School Policy](#)

Students

Student Travel

I. Purpose

This policy defines the process and parameters for school district student-related travel, to include, but not limited to, academic, athletic, music, arts, and activities travel. The district supports student travel beyond the classroom and areas of competition that are properly planned, well-organized, conducted in an orderly manner and safe environment, and are carefully supervised. The goals of the experience should align to the district's educational competencies and content standards and follow all applicable state and federal laws.

II. General Statement

The processes and procedures for the planning and approval of student travel-based learning experiences will be prepared by administration and be attached as appendices to this policy. Administration, including the relevant building principals, will be responsible for enforcing these processes and procedures.

III. Definitions

For purposes of this policy, the definitions included in this section apply.

A. "Staff Coordinator" is the school district employee responsible for the experience. The staff coordinator may be a head coach, teacher, administrator, or activities advisor.

B. Travel Category

1. "Extended travel" is travel that involves one or more overnight stops. Extended travel may be instructional or supplementary. An extended travel request form must be completed and approved.
2. "Instructional travel" is travel that takes place during the school day and is required as a part of a basic education program or course, which could include students completing assignments and/or a learning assessment.
3. "Supplementary travel" is optional travel in which students voluntarily participate, which enhances a basic education program or course. Travel may take place during or outside the regular school day.

Examples of student travel in this category include class activities and district-sponsored activities for clubs, teams, and other district recognized and approved special interest groups.

C. Travel Distance

1. "International travel" is defined as travel to Hawaii, Alaska, or otherwise outside of the 48 contiguous states.
2. "Local travel" is defined as travel that occurs within, or immediately adjacent to, the nine-county, Twin Cities metropolitan area.
3. "National travel" is defined as travel that occurs within the 48 contiguous states, but outside the definition of regional travel."
4. "Regional travel" is defined as travel that occurs within 700 miles of the Twin Cities metropolitan area, but outside the definition of "local travel."

IV. Guidelines

- A. Rules of conduct and discipline for students and employees will apply to all student trip activities.
- B. The school district will make efforts to ensure that all student travel is as inclusive as possible for participants with disabilities, in accordance with the Americans with Disabilities Act (ADA), and will attempt to make reasonable accommodations, as requested. For extended travel, including most international travel, the district will have limited control over the facilities and accommodations. The district will not be able to make accommodations that would fundamentally alter the nature of the travel experience or would result in what the ADA refers to as an undue burden. In such situations, the district will communicate these circumstances to parents/guardians and participating staff.
- C. In the interest of providing lower cost opportunities for students, a regional or national travel-study experience with similar educational objectives will be offered to students in the prior, same, or following school year as an international trip.
- D. Employees may not enter into contracts or agreements with commercial agencies without formal district approval. As such, all travel experiences must meet the expectations outlined in this policy.

Legal References:

Minn. Stat. § 123B.36 (Authorized Fees)

Minn. Stat. § 123B.37 (Prohibited Fees)

Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)

Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721, 327 F.3d 675 (8th Cir. 2003)

Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)

Cross References:

- Policy 403 (Discipline of School District Employees)
- Policy 423 (Employee–Student Relationships)
- Policy 506 (Student Conduct and Discipline)
- Policy 516 (Student Medication)
- Policy 629 (Student Fundraising)
- Policy 707 (Purchasing)
- Policy 713 (Student Transportation)
- Policy 711 (Student Activities Accounting)
- Policy 913 (Partnerships – Parent Organizations and Booster Clubs)

Policy
adopted: 07/21/08
amended: 07/19/10
amended: 10/25/10
amended: 08/20/12
revised: 06/24/13
revised: 05/16/16
revised: 01/30/17
revised: 06/17/19
revised: 12/12/22
revised: 05/05/25

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Appendix I to Policy 538

Extended Travel

- I. The process to obtain extended travel permission is:
 - A. An employee submits an [Extended Field Trip and Travel Application](#) (a copy of which is at the end of this appendix) to the building principal. The travel is approved or denied.
 - B. A tentative travel proposal is required for all extended travel. It is intended to provide the superintendent, building principal, extended travel coordinator, and/or other designee(s) with background information about the proposed travel. The tentative travel proposal should include the following information:
 1. Purpose of the experience as it applies to the guidelines;
 2. Goals of the experience and alignment to educational competencies and content standards;
 3. Pre-travel requirements and/or proficiencies;
 4. Name of the staff coordinator;
 5. Number of participants involved;
 6. Ratio of participants to chaperones;
 7. Destination;
 8. Schedule of experience, including dates and school days missed;
 9. Mode(s) of transportation;
 10. Travel company;
 11. General provisions for the safety of the students while on tour (e.g., the number of chaperones, their responsibilities);
 12. Lodging and meal arrangements, which includes accommodations made for students with dietary restrictions and food allergies to be outlined after roster is complete;
 13. Method of financing, including estimated cost to each student, and a fundraising framework plan;
 14. A summary of the number of similar trips the staff coordinator and organization has experienced, and the number of incident reports generated each year; and
 15. A detailed overview of the insurance offerings for families, in addition to an intentional communication plan to ensure families understand the insurance offerings.

TRAVEL PROPOSAL APPROVAL SCHEDULE

Local, Regional Travel – Building Administration	2 months in advance
Extended, Regional Travel* – Building Principal	4 months in advance
Extended, National Travel* – Building Principal (once approved forwarded to superintendent for approval)	4 months in advance
International Travel – School Board	12 months in advance

*Notification of approved extended travel is provided to the school board following the schedule above.

C. The approval criteria to approve or deny the travel proposal includes, but is not limited to:

1. The experience's purpose, goals, and any pre-requirements for participation;
2. The ability of all students to participate in the experience, including opportunities for fundraising, scholarships, and/or financial assistance;
3. Ability level of the group, as determined by the advisors or coaches;
4. The ability of the group to serve as a role model for the district;
5. The amount of parent/guardian or booster club support services; and
6. The impact on school attendance by participants, with a general guideline of two school days of approved absence and no conflicts with major exam schedules.

D. The final travel itinerary is required to be approved by the board for any extended travel that has significant changes to the originally approved itinerary. Significant change could include, but is not limited to, a change in destination, mode of transportation, and/or length of trip.

E. Coordinating the travel agency and the parents/guardians of participants to ensure cancellation refunds are consistent with these timelines (if applicable).

II. Travel Guidelines

A. Costs

1. Travel arrangers will seek to make students' travel costs affordable for all students, while placing value on students' (a) safety; (b) experience, including travel-based learning goals; and (c) accommodations. Travel insurance will be offered, clearly communicated, and strongly encouraged for families to purchase. Students' travel costs will be as inclusive as practical for the experience, with limited out-of-pocket expenses. An estimate of out-of-pocket expenses will be stated. Students will be responsible for all travel costs.
2. A competitive bid process, following the process outlined in ~~Policy 707~~ district policy, will be considered for travel and lodging expenses for international and national travel. Travel bid awards will be reviewed for safety, cost, experience, and accommodations. Careful consideration will be made by the staff coordinator, the extended travel coordinator, and building administration regarding these criteria before a bid will be awarded.
3. For national and international travel, parents and guardians should be provided with written details of the experience and travel advisory updates on a regular basis throughout the planning and preparation period and be given the opportunity to provide input prior to submission of the final travel itinerary.

- B. If an experience anticipates returning students later than 1:00 AM via bus, van, or other motor vehicle; the staff coordinator must secure additional overnight lodging and return the next day. Vehicular transportation cannot occur overnight. Extended travel which varies from the travel procedures requires extended travel coordinator, administrative, and school board approval prior to finalization of pre-travel plans with participants.
- C. The school district reserves the right to cancel or postpone international travel if travel alerts and/or warnings are issued by the U.S. Department of State's Bureau of Consular Affairs. The district will consult with the travel company involved prior to making such a decision. The district assumes no responsibility for refunds when making decisions on travel changes due to students' safety and security. The district has no obligations to check or monitor such alerts and/or warnings.

D. Fundraising and Financial Support

Groups that are planning to travel must develop a detailed fundraising plan, in accordance with district policy, that ensures adequate funds exist to allow all interested students to participate. Opportunities must be provided for the student to earn all or part of the necessary funds for a travel-based learning experience. This fundraising plan must be submitted to the building administration with the notice of intent to travel in section I.C. for their approval prior to dissemination of these plans to the students and parents/guardians. Financial assistance will be sought from the group's funding plan or other potential funding sources.

The district will seek partnership with financial host agencies to establish a student travel scholarship program for students with identified financial need. Funds for this support will come from private donations, fundraising events, and fees. The extended travel coordinator will oversee this program.

E. Participation

1. In order for the experience to be a worthwhile venture, it is important for a fine arts ensemble, athletic team, or group to have enough participants, with sufficient skills for the activity, to commit to the experience. The proper skills and balance is determined by the staff coordinator. Since regional, national, and international travel are not mandatory, no student will be penalized in their team placement if they do not wish to participate in a travel-based experience.
2. Students may participate in public performance opportunities within the local travel area given the opportunity is approved by the building administration, has the support of the staff member involved in the specific program, and has broad-based support among the student group. Financial viability should be the responsibility of the district, as the only anticipated cost for such performance opportunities is the transportation cost associated with the use of the district buses.

F. Home Stays for Extended Travel

Home stays for extended travel may be permitted if approved by the administration at the proposal phase of the experience, and if the following criteria also are met:

1. The home stay is approved by the international provider, who is approved by the district administration;
2. The district chaperones make daily contact with students during their stay;
3. The parent or guardian signs off in support of their child's home stay prior to the experience; and
4. Whenever possible, the home stay will have two or more district students in each home.

G. Health-Related Services

The administrator will act in the best interest of the students' health, safety, and welfare during student travel.

District staff may be required to dispense medication to students. The medication will be stored and administered in accordance with district policy. Medication will be dispensed only in accordance with district policies by an adult trained by a licensed school nurse from the district or a person of comparable training (i.e., doctor, physician's assistant).

H. Insurance

Parents and guardians are strongly encouraged to carefully review the insurance offerings provided by the travel company the district is partnering with to ensure understanding of all costs and benefits involved. Parents and guardians are also encouraged to explore the adequacy of health and/or accident insurance coverage to cover medical needs away from home, especially when students are abroad. The district is not responsible for financial losses to students and parents/guardians due to cancellation of trips.

I. Financial Report

A financial report for national and international travel will be made to the building administration by the staff coordinator no later than 60 days after the completion of the experience.

Extended Field Trip and Travel Application

Preliminary Approval

Request time before a trip: 4 months-Extended Regional / 6 months-Extended National / 18 months-International

Student Travel [Policy 538](#)

Staff Coordinator:

GROUP	School	Group/Class	Estimated # of Students			
	Estimated # of Students Grade					# of School Personnel
	Elem	MS	9	10	11	12

DESTINATION	Destination	Address	Miles Round Trip
	Mode of Transportation	Travel Company	

GOAL	Educational Goal or Objective: alignment with competencies / standards
-------------	--

LODGING/ MEALS	Lodging and Meal Arrangements
---------------------------	-------------------------------

TIME	Dates of Trip ___/___/___ thru ___/___/___	Days Absent: when school is in session	Days Absent: Non-school days/ vacation time
-------------	---	--	---

COST	Estimated Cost Per Student \$_____	Source of Funding: Student District Fundraise
-------------	---------------------------------------	--

Extended Field Trip and Travel Application

Preliminary Approval



CHECKLIST FOR PLANNING AN EXTENDED FIELD TRIP

Meet with your Principal and go through each task on the check list.
Principal should initial each task, indicating each item was discussed/approved.

- Consult [Policy 538](#) for detailed guidelines for field trips/travel. ____ *Initial*
- Ensure the **safety level** for all locations included in the travel are at a **1 or 2**. This includes travel through a location. There will be no travel approved that involves any location on the itinerary at a level 3 or above. ____ *Initial*
- Include detailed **plan for safety**. What are you considering? How will you be proactive? ____ *Initial*
- Review school policies pertaining to student conduct. ____ *Initial*
- Plan to give a list of names and phone numbers of traveling student and their families/volunteer adults to the principal as a component of the **safety plan**. ____ *Initial*
- Have chaperones confirmed and fully committed. ____ *Initial*
- International Travel: secure administrator participants as needed per [administrative support plan](#). ____ *Initial*
- Confirm with travel company if it is possible that other groups are scheduled or may join your group. Include this knowledge in **safety plan**. ____ *Initial*
- Ensure parent communication before/during/after trip. Include [pre communication email](#) aligned to [Policy 538](#). ____ *Initial*
- Ensure an insurance option will be available to families. ____ *Initial*
- Include provision for fundraising plan and attach. ____ *Initial*
- Ensure that reasonable accommodations are made for students with disabilities. ____ *Initial*
- Submit a request for transportation form, if needed, three weeks prior to the trip. ____ *Initial*
- Submit preliminary application at least **four** months before local/regional trip, **six** months before national trip, and **eighteen** months before international trip. ____ *Initial*

REQUIRED SIGNATURES	Staff Submitting Form _____ <i>I acknowledge the above has been reviewed by the Principal and I am responsible to implement</i>
	Principal _____ <i>I acknowledge the above has been reviewed with the staff coordinating the trip and I approve</i>
	Director of Teaching & Learning _____ <i>Required to move forward for School Board approval</i>
	Superintendent _____ <i>Required Superintendent signature: International only</i>

Copies sent to: **Jody De St. Hubert**, Director of T & L, at the District Office.
Jenn Carter, HS Asst. Principal, Extended Travel Facilitator
Principal in your building

Student Travel Policy [538](#)
Form: 538-12
Established: 7/19/2010
Revised: 1/10/2025

Appendix
revised: 05/05/25

STUDENT TRAVEL CHAPERONE AGREEMENT

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

PHONE () _____ CELL PHONE () _____ EMAIL _____

The following guidelines are designed to help volunteers understand their responsibilities while performing within the course and scope of a volunteer chaperone position. Volunteer chaperones are expected to abide by all Edina Public Schools' policies. This agreement is effective for the _____ school year and may be used for multiple events.

The goal of Edina Public Schools' activities is to provide a safe, fun, and positive experience for both youth and adults. As an adult chaperone, you play a valuable role in attaining this goal. Please read through this code of conduct and sign below.

As an adult chaperone, you agree to:

1. Complete the background check required by the school district at your own expense.
2. Have a valid driver's license and carry proof of automobile liability insurance, if you use a motor vehicle to transport yourself or others. Also, ensure that all passengers use seatbelts.
3. Not possess or use alcohol, illegal drugs, or tobacco products while involved in any Edina Public Schools' meeting or activity.
4. Not leave the premises of the event without the approval of the staff coordinator when chaperoning students.
5. Not use obscene or discriminatory language at any Edina Public Schools' activity.
6. Represent Edina Public Schools to youth and adults by conducting yourself courteously in manner and language, exhibiting good sportsmanship, serving as a positive role model, and using reasonable conflict resolution skills.
7. Abide by all applicable Edina Public Schools' rules, policies, and guidelines.
8. Accept supervision and support from the staff coordinator or designated activity volunteer leader.
9. Accept the responsibility to promote and support the vision, mission, and values of Edina Public Schools' activities.
10. Ensure that students follow the guidelines and participate appropriately in all activities and travel.
11. Immediately inform the staff coordinator of any violations of district policies so that the staff coordinator can respond appropriately.
12. Participate in activities to the best of your ability.
13. Attend at least one chaperone training session that will cover travel logistics and district policies and rules including data privacy training.

I have read this document. I understand its contents and agree to its terms. I also understand that if I do not follow this code of conduct, my participation in Edina Public Schools-sponsored activities for this and the future school year will be terminated.

Chaperone's Signature: _____ Date: _____

**Edina Public Schools
Extended Travel Release of Liability**

This completed form is required for all EPS extended travel. Failure to complete and/or lack of agreement will prohibit participation in the planned travel experience.

Student Name:

Course/Travel Experience:

AGREEMENT AND RELEASE OF LIABILITY

1. I am _____, ("Student") and/or the parent/guardian of Student, a student at Edina High School ("School"). I have chosen to and intend to allow Student to participate in a travel-based learning experience (Program) sponsored by the School.
2. I have voluntarily arranged for Student to participate in a Program which will include travel to _____ for the dates of _____.
3. I understand and am aware that during the Program in which Student will participate and in traveling to and from the Program certain risks and dangers may arise, including but not limited to the hazards of traveling in unsafe areas or under unsafe conditions, the forces of nature, the negligent or reckless acts or omissions or strict liability of persons or entities providing goods or services to Student, their agents, employees, officers, directors, associates, affiliated companies or subcontractor, travel by boat, automobile, train, ship, aircraft, bus, or other means of conveyance, an accident or illness in places without access to medical facilities, transportation, or means of rapid evaluation and assistance. I understand the school district is not responsible for financial losses to students and parents/guardians due to cancellation of trips.
4. I am aware that Student's participation in the Program and/or the use of transportation, housing, and dining services, and other goods and services in connection with participation in the Program carries a risk of serious personal injury, serious illness, death, and property damage or loss. I expressly and voluntarily assume on behalf of Student and for myself all risk of injury, illness, death, and property damage or loss that may result from Student's participation in the Program and travel to and from the Program.
5. As consideration for being permitted to participate in the Program, I hereby release and discharge the School and its officers, directors, faculty, agents, employees, and legal representatives ("the Released Parties") from liability for injury, illness, death, damage, or loss arising out of Student's participation in the Program or use of transportation, housing, dining, or other goods and services, or arising out of any other activity incident to Student's participation in the Program, including any losses caused by the negligence or strict liability of the Released Parties. I do not release the Released Parties from liability for willful or intentional acts or punitive damages.
6. I also agree not to sue or make a claim against the Released Parties for injury, illness, death, damage, or loss sustained as a result of Student's participation in the Program. I will indemnify and hold harmless the Released Parties from all claims, judgments, and costs, including attorneys' fees, incurred in connection with any action.

I HAVE CAREFULLY READ THIS AGREEMENT AND RELEASE AND FULLY UNDERSTAND ITS CONTENTS. I SIGN IT OF MY OWN FREE WILL.

Student Signature:	Date:
Parent/Guardian Signature:	Date:

EXTENDED TRAVEL STUDENT CONDUCT AGREEMENT

Student Name:

Course/Travel Experience:

Students on an extended travel experience approved by the Edina Public Schools (EPS) are to realize that:

1. Approved student travel is an extension of the normal school day; and
2. Students are representatives of EPS throughout the travel experience.

Therefore, all EPS policies are in effect as outlined in the current *Student Rights and Responsibilities Handbook*.

All students engaged in extended travel represent the EPS from the point of departure to the point of return and are expected to act at all times in a way that exemplifies the high standards of behaviors set by our learning community.

EPS assigned travel coordinator(s) have the normal authority given to classroom teachers and the accompanying administrative designee has the authority of a building or district-level administrator. School administration and the EPS superintendent will be notified of all policy violations that occur during the travel experience.

To ensure that the student and the parent/guardian understand travel-related behavior expectations, all travel coordinators will review certain policies and the consequences of any policy violations. Student participants and their parent/guardian are to initial below that each policy was clarified and that their policy questions were answered prior to the travel experience.

Policy	Student	Parent / Guardian
Student Travel (Policy 538)		
Search of Student Lockers, Desks, Personal Possessions, and Student's Person (Policy 502)		
Student Dress and Appearance (Policy 504)		
Student Attendance (Policy 503)		
Electronic Technologies Acceptable Use (Policy 524)		
Student Medication (Policy 516)		
Student Conduct & Discipline (Policy 506)		

Additionally, while participating in extended travel, EPS students may not:

1. Engage in any “body modification” (i.e., tattoos, body piercing, or similar behavior)
2. Operate a motor vehicle
3. Participate in extreme sports, except sports that are a part of the program
4. Engage in any activity deemed dangerous to the health, safety, or welfare of the student or any member of the group

Violation of these expectations while on an extended travel experience will result in the immediate return home of the student. The parent/guardian will bear full financial responsibility for all related costs of this action, including costs for an accompanying chaperone. The signatures below indicate that both student and parent/guardian understand and agree to the district policies, the consequences of policy violations, and the additional prohibited behaviors listed above.

STUDENT	PARENT/GUARDIAN
Student Name:	Name:
Signature:	Signature:
Date:	Date:



[ENTIRE APPENDIX FORM REPLACED]

Appendix I to Policy 516 and Appendix V to Policy 538

— Edina Public Schools — Medication Administration Authorization

Do not use this form for students who require medication for asthma, severe allergies, seizures, or diabetes. Please have your medical provider complete action plans for these health conditions.

Student: _____ Date of Birth: _____ Grade: _____

PHYSICIAN AND PARENT/GUARDIAN SIGNATURE REQUIRED BELOW:

Parents/guardians asking district employees to give medication to their child must provide written permission each school year that has been signed by the child's licensed health care provider and the parent/guardian. The medication must be provided in the original, labeled container.

PHYSICIAN/LICENSED PRESCRIBER'S ORDER FOR ADMINISTRATION OF MEDICATION BY SCHOOL PERSONNEL – To be completed by physician/licensed prescriber.				
Medication	Dose in mg	Frequency	Route	Medical Condition
Physician/licensed prescriber signature (required):				Date:
Print Name of Prescriber			Clinic Name	
Phone:			Fax:	

All authorizations expire at the end of the school year or following the summer school session.

<p>Parent/ Guardian Authorization</p> <p>I request that the above medication/s be given during school hours as ordered by my child's physician/licensed prescriber.</p> <p>I request that the medications be given on field trips as prescribed. Yes</p> <p>No</p> <p>I will notify the school if medication is stopped.</p> <p>I give permission for the medication/s to be given by school personnel as delegated, trained, and supervised by the school nurse.</p> <p>Legally, I may refuse to sign the authorization to administer medication form. If I refuse to sign, the district will not be able to administer the medication.</p> <p>This consent may be revoked at any time by sending a written notice to the licensed school nurse.</p> <p>If this medication(s) is a controlled substance, I am obligated to retrieve the controlled substance when requested by the district.</p> <p>If this medication(s) is not a controlled substance, I hereby designate the district as an authorized entity to transport the medication for the purposes of destruction if any unused medication(s) remains.</p>
<p>_____ Parent/Guardian Signature</p> <p>_____ Date</p>

<p>Permission for Release of Information</p> <p>I give permission for the school nurse to contact my child's physician/licensed prescriber with questions about the above listed medication/(s) or medical condition/(s) being treated by medication/(s).</p> <p>I give permission for the physician/licensed prescriber to release information related to the above medication/(s) and medical condition/(s) to the licensed school nurse.</p>
<p>_____ Parent/Guardian Signature</p> <p>_____ Date</p>

Appendix I to Policy 516 and Appendix V to Policy 538



Student Name _____ DOB _____

Date _____ School _____

Edina Public Schools Medication Administration Authorization

For students that require medications for asthma, severe allergies, seizures, or diabetes, have the licensed provider complete a signed action plan.

To be completed by a physician/licensed prescriber					
Medication	Dose in mg	Frequency/Time	Route	Medical Condition and ICD10	Check if controlled substance
Physician/licensed prescriber signature:				Date:	
Print Name of Prescriber:			Clinic Name:		
Phone:			Fax:		

Parent/ Guardian Authorization

- I request that the above medication(s) be given during school hours as ordered by my child's physician/licensed prescriber.
- I request that the medications be given on field trips as prescribed. Yes No
- I request that the medication be given during EPS non-school hours/days programming (ie. Kids Club/Enrichment Programs) and I am responsible for training the staff. I understand the school nurse may not be available during this time. Yes No
- I request that medication be available to EPS staff during non-school hours/days for EPS programming. Yes No
- I will notify the school/program if medication is stopped or changed.
- I give permission for the medication/s to be given by school personnel as delegated, trained, and supervised by the school nurse.
- Legally I may refuse to sign the authorization to administer medication form. If I refuse to sign, EPS will not be able to administer the medication.
- This consent may be revoked at any time by sending a written notice to the licensed school nurse or program lead.
- This permission expires at the end of the school year/prior to the first date of the next school year. A new authorization will be required to administer the medication after the first day of the new school year.
- All medication, both prescribed and over the counter, must be sent to school in the original container or pharmacy-labeled container.
- I understand that I am required to retrieve the drugs, medications, or controlled substances when asked by the school. If I do not timely up the drugs or medications, I designate the school district as an authorized entity to transport the drugs or medications for the purpose of destruction.

Parent/Guardian Signature _____ Date _____

Permission for Release of Information

- I give permission for the school nurse to communicate, as needed, with school staff about my child's medical condition(s) and the action of the medication/s in order to provide for my child's health and safety needs at school.
- I give permission for a school nurse to contact my child's physician/licensed prescriber with questions about the above listed medication/s or medical condition/s being treated by medication/s.
- I give permission for the physician/licensed prescriber to release information related to the above medication(s) and medical condition(s) to the licensed school nurse.

Parent/Guardian Signature _____ Date _____

Edina Public Schools Medication Authorization Procedures

Whenever possible, the parent or guardian should make arrangements so that it is not necessary for school personnel to administer medication to a student while at school. When a medication is necessary during school hours, our intention is to insure the health and safety of your student. Thank you for your cooperation.

Each year, the following must be followed when sending any prescription or nonprescription medication to school:

1. **A completed parent/guardian signature and consent** authorizing school personnel to administer medication. Medications will NOT be administered or accepted until signed medical orders AND signed parental consent are provided to the health office.
2. **A written order from the physician** with instructions for all medications, prescription and over-the-counter. The order may be faxed to the school.
3. **The original pharmacy labeled container.** For prescription medications, the pharmacist can supply a labeled container, one for home and one for school. The pharmacy label must have the following:
 - Student full name,
 - Physician name,
 - Medication name and dosage,
 - Time and directions for administration,
 - Current date.
4. **New medication consent form is required when:**
 - The dosage or time of administration is changed
 - At the beginning of each school year
 - If discontinued medication is restarted. The parent/guardian must notify the school in writing when the medication is discontinued.
5. **Storage:** Medication to be administered at school will be stored in the Health Office. Exceptions are students who may carry an asthma inhaler or epinephrine, if they have a written doctor's order and written parental permission to do so and have demonstrated to the school nurse competency in administration.
6. **End of Year Medication Pickup and Disposal:** At the end of the school year, all medications must be picked up in the health office by the parent/guardian or responsible adult. Parents/guardians are encouraged to dispose of unwanted medications properly. More information can be found at [MN Pollution Control Website](#). EPS will dispose of unclaimed medications following proper guidelines.
7. **Half Tablets:** Health Services Staff is not responsible for breaking tablets in half. When there is a physician order to give one-half of a tablet, talk with your pharmacist.
8. **Field Trips / Extended Learning:** Complete the field trip section on the Authorization for Medication Administration form. Additional consent will be necessary for overnight and extended trips. Health Services staff do not routinely accompany students on field trips and a teacher may be responsible for administration of medication.
9. **Standard Medications:** Health Services Staff will only administer medication that is listed and described in the Standard Physician's Desk Reference (PDR).

[Edina Medication at School Policy](#)

VII.D. Policy Review (503, 515, 529, 531, 605,
609, 610, 611)

Speaker (s): Policy
Committee



Board Meeting Date: 6/9/2025

Title: Policy Review

Type: Action

Presenter(s): Board Policy Committee

Description: The following policies have been reviewed with an eye toward clarity, District practice, and alignment with State and Federal statutes.

- Policy 503 Student Attendance
- Policy 515 Protection and Privacy of Student Records
- Policy 529 Staff Notification of Violent Behavior of Students
- Policy 531 The Pledge of Allegiance
- Policy 605 Alternative Educational Services
- Policy 609 Religion
- Policy 610 Student Homework
- Policy 611 Home Schooling

Recommendation: Approve the suggested modifications for Policies 503, 515, 529, 531, 605, 609, 610, 611.

Desired Outcome(s) from the Board: Approve suggested modifications.

Attachments:

1. Policy 503 Student Attendance
2. Policy 515 Protection and Privacy of Student Record
3. Policy 529 Staff Notification of Violent Behavior of Students
4. Policy 531 The Pledge of Allegiance
5. Policy 605 Alternative Educational Services
6. Policy 609 Religion
7. Policy 610 Student Homework
8. Policy 611 Home Schooling

Students

Student Attendance

I. Purpose

This policy defines school attendance expectations. This policy recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. [The board delegates responsibility to the superintendent or superintendent's designee\(s\) to implement this policy.](#)

II. General Statement of Policy

It is the policy of the school district to fully comply with state law, which requires the students of the district to attend all assigned classes every day school is in session, unless: the student has been excused by the school board from attendance because the student has already completed state and district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

A. Responsibilities

1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend on time, all assigned classes every day that school is in session, and to be aware of and follow the correct procedures when absent from an assigned class. Students are responsible for securing missed work, scheduling make-up examinations, and are accountable to make up missed course content.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems. The parent or guardian is also responsible for supporting the student with their assigned responsibilities.

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to

provide any student who has been absent with any missed assignments upon request.

4. Administrator's Responsibility

It is the administrator's responsibility to require students to attend all assigned classes. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

III. Attendance Procedures

A. Attendance procedures will be presented by the principals to the superintendent for review and approval. When approved by the superintendent, the attendance procedures will be attached as Appendix I of this policy and included in the *Student Rights and Responsibilities Handbook*.

B. Each school site will develop procedures that promote regular student attendance and prevent absenteeism and truancy. When possible, the school district will work with other organizations and agencies to support regular student attendance.

IV. Classification of Absences [This entire Section IV was moved from Appendix I into the policy. Changes from the previous appendix language are marked.]

A. Exempt Absence

~~—An exempt absence indicates an acceptable absence from school or class with parental/guardian and school permission. Full credit is given for all make-up work, and it is the teachers' and parents'/guardians' obligation to assist the student with all make-up work. Each teacher will notify the students of the classroom's make-up work policy. A student should complete all missing work within a period equating to two days per day of exempt absence from school. Students should proactively request work or assignments in cases of prearranged absences. Exempt absences will be treated the same as excused absences except they will not be counted toward cumulative absences (see Section III.D.). The following absences are considered exempt:~~

- ~~1. Chronic illness~~
- ~~2. Death or terminal illness in the student's immediate family or of a close friend or relative~~
- ~~3. Court appearance occasioned by family or personal action~~
- ~~4. Regularly scheduled religious instruction, not to exceed three hours in any week~~
- ~~5. Religious holiday or observance~~

- ~~6. Emergency conditions such as fire or flood~~
- ~~7. Official school field trip or other school sponsored outing~~
- ~~8. Active duty in any military branch of the United States (High School only)~~
- ~~9. Participation in school-sponsored activities~~
- ~~10. Removal of a student pursuant to a suspension. Suspensions will be handled as excused absences, and a student will be permitted to complete make-up work.~~
- ~~11. Spectator at a school sponsored activity. This activity needs approval from school district or school leadership and is up to the discretion of building administration.~~
- ~~12. Surgery or inpatient hospitalization with medical documentation.~~
- ~~13. Medical recovery lasting four or more consecutive days (Health Services Discretion).~~

B A. Excused Absence

1. Non-Exempt

An excused absence indicates an acceptable absence from school or class with parental/guardian and school permission. Full credit is given for all make-up work, and it is the teachers' and parents'/guardians' obligation to **reasonably** assist the student with all make-up work. Each teacher will notify the students of the classroom's make-up work policy. A student should complete all missing work within a period equating to two days per day of excused absence from school. Students should proactively request work or assignments in cases of prearranged absences. **Unless specifically identified as an exempt absence,** Excused absences will be counted toward cumulative absences (see **Appendix I, Section III II.D.**) The following are excused absences:

a. Medical-Related Absences

- a1) **Chronic illness with documentation from the student's licensed health care provider.**
- 2). **Illness (non-chronic) (a doctor's note may be required after a student has 3 cumulative absences during a school year).**
- ~~2-3).~~ **Medical, dental, or orthodontic treatment or counseling appointment that cannot be completed outside of the school day. The appointment should last no more than one half day, and the **school district** may require documentation in order for it to be considered an excused absence.**
- 4). **Surgery or inpatient hospitalization with medical documentation.**
- 5). **Medical recovery.**

- b. **Death or terminal illness in the student's immediate family or of a close friend or relative.**

- c. Court appearance occasioned by family or personal action.
- d. Regularly scheduled religious instruction, not to exceed three hours in any week.
- e. Emergency conditions such as fire or flood.
- f. Active duty in any military branch of the United States (High School only).
- g. Spectator at a ~~school~~ district-sponsored activity. This activity needs approval from school district or school leadership and is up to the discretion of building administration.
- h. Driver's examination. The ~~school~~ district requires documentation in order for this to be considered an excused absence.
- i. Pre-arranged personal or family vacations. A student must have completed and turned in the form for Pre-Arranged Personal Absences, Family Vacations, and Significant Educational Opportunities not less than five school days in advance of the first day of absence for a vacation to be considered an excused absence.
- j. College visit. The ~~school~~ district requires documentation in order for this to be considered an excused absence.
- k. Transportation miscues, including ~~missed bus~~, traffic congestion, and vehicle malfunction.

2. Exempt

Exempt absences. The following excused absences are exempt and will not count against a student's cumulative absences:

- a. Participation in district-sponsored activities.
- b. Official school field trip or other district-sponsored outing.
- c. Religious holiday or observance, up to three consecutive days per holiday or observance.
- d. Removal of a student pursuant to a suspension. Suspensions will be handled as excused absences, and a student will be permitted to complete make-up work.

6 B. Unexcused Absence

An unexcused absence indicates that the student is absent from school or class with or without the consent of the parent/guardian, for a reason which is not

acceptable to the school district as listed in Section II.A or II.B IV.A. Make-up work may be required and credit will be given at the discretion of the teacher, based upon the individual classroom's make-up work policy. Unexcused absences are counted toward cumulative absences (see Appendix I, Section III-II.D.). The following are examples of absences that will not be excused:

1. An absence by a student that was not approved by the parent/guardian and/or the district.
2. Any absence in which the student failed to comply with any reporting requirements of the district's attendance procedures within 48 hours of the absence.
3. Working on school assignments or preparing for exams at home.
4. Work at a business, except under a school district-sponsored work release program.
5. Personal or family vacation that is not pre-arranged as described in Section II.B.4-VI.
6. Oversleeping, missing alarms, missed buses, studying, or volunteer work.

V. Tardiness [This entire Section V was moved from Appendix I into the policy. Changes from the previous appendix language are marked.]

- A. At the Elementary level, tardiness is late arrival to school, not to exceed thirty minutes. Any student arriving later than thirty minutes will be marked as a half day absence absent.
- B. Each secondary site must develop and maintain a site-specific tardy plan with clear procedures for implementation and monitoring.

~~At the Middle School and High School levels, tardiness is late arrival to school or to a class, not to exceed 10 minutes.~~

~~Tardiness, other than the first period of the day, will be handled by the teacher. Each teacher will advise students of penalties and/or makeup for their class. Late arrivals to school in the morning will be dealt with through the office. The fourth unexcused tardy in any given quarter will result in an intervention (e.g., attendance plan, parent/guardian meeting, team meeting).~~

- ~~C. Tardiness or half day absence is classified as exempt, excused, or unexcused, depending on whether the reason is defined as exempt, excused, or unexcused in Section II-IV.~~

[Previous Sections IV, V, VI, and VII have been reordered. Changes to their previous language are marked.]

VI. Pre-Arranged Absences

For an absence to be excused, a student, parent, or guardian must complete the pre-arranged absence form, attached as Appendix II, for any absences related to personal reasons, family vacations, or significant educational opportunities. The form must be submitted 5 days prior to the absence for it to be considered excused.

~~VII. Request for Modified Learning Experience~~

~~School district families may request a modification on their child's learning experience beyond the child's scheduled school day. The request could be a defined number of full days or a defined amount of time during the school day for a defined number of days.~~

~~The request will be made to the building principal and consideration for approval will be limited to the following reasons:~~

- ~~● Students desire for a performance acceleration~~
- ~~● Extended family travel schedule~~
- ~~● Attendance challenges associated with unique learning needs~~

~~Families seeking approval of a modified learning experience must do so six weeks prior to the experience's beginning date. The district review and decision of the proposal will be completed within four weeks of the received proposal. The modified proposal can be found in Appendix III.~~

~~IV.~~ VIII. Required Reporting

A. Continuing Truant

1. State law provides that a continuing truant is a student who is subject to the Compulsory Instruction law and is absent from instruction in a school without a valid excuse within a single school year for:
 - a. Three cumulative days if the child is in elementary school; or
 - b. Three or more class periods on three cumulative days if the child is in middle school or high school.
2. When a student is initially classified as a continuing truant, state law provides that the building administrator or designee will notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:
 - a. That the child is truant;
 - b. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;

- c. That, under state law, the parent or guardian is obligated to compel the attendance of the child at school and parents or guardians who fail to meet this obligation may be subject to prosecution;
- d. That this notification serves as the notification required by state law;
- e. That alternative educational programs and services may be available in the school district;
- f. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
- g. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under state law; and
- h. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to state law.

B. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for either (1) seven cumulative school days if the child is in elementary school or (2) one or more class periods on seven cumulative school days if the child is in middle school or high school. Also, a habitual truant is a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school.
2. The building administrator or designee will refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures under state law.
3. The school district reserves the right to report students truant if they accumulate more than 12 excused absences during the year.

✶ IX. Student Status

A ~~pupil~~ **student**, regardless of age, who has been absent, whether ~~exempt~~, excused; **(unless an exempt absence)** or unexcused, from school for 15 consecutive school days during the regular school year or for five consecutive school days during summer school or intersession classes of flexible school year programs, without receiving instruction in the home or hospital, will be dropped from the roll and classified as withdrawn.

~~VIII—Support for Student Attendance~~

~~Each school site will develop procedures that promote regular student attendance~~

~~and prevent absenteeism and truancy. When possible, the school district will work with other organizations and agencies to support regular student attendance.~~

~~X. Dissemination of Policy~~

This policy will be made available to all students and parents at the commencement of each school year in the *Student Rights and Responsibilities Handbook*. This policy will also be available upon request in each principal's office.

Legal References:

- Minn. Stat. § 120A.22 (Compulsory Instruction)
- Minn. Stat. § 120A.24 (Reporting)
- Minn. Stat. § 120A.26 (Enforcement and Prosecution)
- Minn. Stat. § 120A.34 (Violations; Penalties)
- Minn. Stat. § 126C.05 (Definition of Pupil Units)
- Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
- Minn. Stat. § 260A.02 (Definitions - [Continuing Truant](#))
- Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)
- Minn. Stat. § 260C.007, § subd. 19 ([Definitions - Habitual Truant](#))
- Goss v. Lopez*, 419 U.S. 565 (1975)
- Slocum v. Holton Board of Education*, 429 N.W.2d 607 (Mich. App. Ct. 1988)
- Campbell v. Board of Education of New Milford*, 475 A.2d 289 (Conn. 1984)
- Hamer v. Board of Education of Township High School District No. 113*, 66 Ill. App.3d 7 (1978)
- Gutierrez v. School District R-1*, 585 P.2d 935 (Co. Ct. App. 1978)
- Knight v. Board of Education*, 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)
- Dorsey v. Bale*, 521 S.W.2d 76 (Ky. 1975)

Cross Reference:

Policy 506 (Student Conduct and Discipline)

Policy

INDEPENDENT SCHOOL DISTRICT NO. 273

adopted: 06/16/08

Edina, Minnesota

amended: 05/21/12

revised: 03/14/16

revised: 04/17/17

revised: 06/12/17

revised: 12/17/18

revised: 04/08/24

revised: / /25

ATTENDANCE PROCEDURES

The school district believes regular attendance to be an essential element in the student's educational process. Regular, punctual attendance fosters a climate conducive to learning, perpetuates effective teaching, protects the integrity of the school day, and ensures quality education. Regular, punctual attendance, a responsibility that should be shared by students, parents/guardians, and school, is one means by which a student learns responsibility and self-discipline. To encourage attendance, the district herein adopts the following attendance requirements:

I. Attendance Procedures

- A. If a student is absent or will be absent from class or arrive late to school, the student's parent/guardian must ~~call~~ **report the absence to** the school office before noon the day of the absence. Digital reporting of absences is preferred. Phone calls through the attendance line is a second reporting option. If a phone call cannot be made, a note with a phone number where a parent/guardian can be reached will be acceptable on the day the student returns; otherwise, the absence will be considered unexcused. The parent/guardian must contact the school within 48 hours to change an absence from unexcused to excused. If for some reason a parent/guardian is unable to follow the above procedure, the building administrator or designee must be contacted.
- B. ~~Students must be in school for a minimum of three hours (unless absent due to a school-~~**district**~~-sponsored activity or documented medical/dental appointment) in order to be eligible to practice or participate in any school-~~**district**~~-sponsored activity after school.~~
- B.G. When a temporary condition or disability resulting from illness or injury makes it necessary for a student not to participate in physical education or swimming, the parent/guardian is asked to notify the teacher through email or a written note making this request. If the student is to be excused for longer than a week, a statement from the attending physician requesting this is required. ~~These requests should~~ **to** be brought to the school health office before classes start in the morning.

~~Classification of Absences~~

~~A. Exempt Absence~~

~~—An exempt absence indicates an acceptable absence from school or class with parental/guardian and school permission. Full credit is given for all make-up work, and it is the teachers' and parents'/guardians' obligation to assist the student with all make-up work. Each teacher will notify the students of the classroom's make-up work policy. A student should complete all missing work within a period equating to two days per day of exempt absence from school. Students should proactively request work or assignments in cases of prearranged absences. Exempt absences will be treated the same as excused absences except they will not be counted toward cumulative absences (see Section III.D.). The following absences are considered exempt:~~

~~14. Chronic illness~~

~~15. Death or terminal illness in the student's immediate family or of a close friend or relative~~

- ~~16. Court appearance occasioned by family or personal action~~
- ~~17. Regularly scheduled religious instruction, not to exceed three hours in any week~~
- ~~18. Religious holiday or observance~~
- ~~19. Emergency conditions such as fire or flood~~
- ~~20. Official school field trip or other school sponsored outing~~
- ~~21. Active duty in any military branch of the United States (High School only)~~
- ~~22. Participation in school sponsored activities~~
- ~~23. Removal of a student pursuant to a suspension. Suspensions will be handled as excused absences, and a student will be permitted to complete make-up work.~~
- ~~24. Spectator at a school sponsored activity. This activity needs approval from school district or school leadership and is up to the discretion of building administration.~~
- ~~25. Surgery or inpatient hospitalization with medical documentation.~~
- ~~26. Medical recovery lasting four or more consecutive days (Health Services Discretion).~~

~~B. Excused Absence~~

~~An excused absence indicates an acceptable absence from school or class with parental/guardian and school permission. Full credit is given for all make-up work, and it is the teachers' and parents'/guardians' obligation to assist the student with all make-up work. Each teacher will notify the students of the classroom's make-up work policy. A student should complete all missing work within a period equating to two days per day of excused absence from school. Students should proactively request work or assignments in cases of prearranged absences. Excused absences will be counted toward cumulative absences (see Section III.D.) The following are excused absences:~~

~~Medical Related Absences~~

- ~~a. Chronic illness with documentation from the student's licensed health care provider.~~
- ~~b. Illness (non-chronic) (a doctor's note may be required after a student has 3 cumulative absences during a school year).~~
- ~~2 c. Medical, dental, or orthodontic treatment or counseling appointment that cannot be completed outside of the school day. The appointment should last no more than one half day, and the school may require documentation in order for it to be considered an excused absence.~~
- ~~d. Surgery or inpatient hospitalization with medical documentation.~~
- ~~e. Medical recovery lasting four or more consecutive days (Health Services Discretion)~~

~~Death or terminal illness in the student's immediate family or of a close friend or relative.~~

~~Court appearance occasioned by family or personal action.~~

~~Regularly scheduled religious instruction, not to exceed three hours in any week.~~

~~Emergency conditions such as fire or flood.~~

~~Active duty in any military branch of the United States (High School only).~~

~~Participation in school district sponsored activities.~~

~~Removal of a student pursuant to a suspension. Suspensions will be handled as excused absences, and a student will be permitted to complete make-up work.~~

~~Spectator at a school district sponsored activity. This activity needs approval from school district or school leadership and is up to the discretion of building administration.~~

~~Driver's examination. The school district requires documentation in order for this to be considered an excused absence.~~

~~Pre-arranged personal or family vacations. A student must have completed and turned in the form for Pre-Arranged Personal Absences, Family Vacations, and~~

~~Significant Educational Opportunities not less than five school days in advance of the first day of absence for a vacation to be considered an excused absence. College visit. The school district requires documentation in order for this to be considered an excused absence.~~

~~Transportation miscues, including missed bus, traffic congestion, and vehicle malfunction.~~

~~Exempt absences. The following excused absences will not count against a student's cumulative absences:~~

~~e. Official school field trip or other district-sponsored outing.~~

~~f. Religious holiday or observance, up to ___ consecutive days per holiday or observance.~~

~~G. Unexcused Absence~~

~~—An unexcused absence indicates that the student is absent from school or class with or without the consent of the parent/guardian, for a reason which is not acceptable to the school as listed in Section II.A or II.B. Make-up work may be required and credit will be given at the discretion of the teacher, based upon the individual classroom's make-up work policy. Unexcused absences are counted toward cumulative absences (see Section III.D.). The following are examples of absences that will not be excused:~~

~~7. An absence by a student that was not approved by the parent/guardian and/or the district.~~

~~8. Any absence in which the student failed to comply with any reporting requirements of the district's attendance procedures within 48 hours of the absence.~~

~~9. Working on school assignments or preparing for exams at home.~~

~~10. Work at a business, except under a school-sponsored work release program.~~

~~11. Personal or family vacation that is not pre-arranged as described in Section II.B.4.~~

~~12. Oversleeping, missing alarms, studying, or volunteer work.~~

III. Monitoring Absenteeism

A. A staff attendance review team may meet on a regular basis to monitor exempt, excused, and unexcused student absenteeism. The school will utilize the table below to provide communication to parents/guardians.

B. The school notification system will provide communication electronically to parents/guardians with each absence from the school day or a class.

C. School administration will monitor exempt and excused absences and work with families to improve attendance.

D. School administration will follow the steps below based on the number of unexcused absences and cumulative absences (including excused and unexcused, but ~~not~~ excluding specifically identified exempt absences as described in ~~Section II district policy~~) a student has incurred. School administration may communicate with parents/guardians about attendance concerns via letter, email, or phone call.

3 Unexcused Absences	School administration may communicate with parents/guardians about attendance concerns via letter, email, or phone call. Parents/guardians may be required to meet with the school social worker, counselor, or administrator. Schools mail 3-day attendance letter to parent(s)/guardian(s).
6 Cumulative Absences	School administration will communicate with parents/guardians and may begin an intervention process to improve attendance. Resources are provided to the family and ongoing communication with the family occurs. Parents/guardians may be required to attend a Parent Group Meeting through the “Be@School” program in Hennepin County if all 6 absences are unexcused.
9 Unexcused Absences	The student will be required to participate in a conference with the building administrator or designee. The school sends initial report to Be@School program at the seventh unexcused absence. The administration will communicate to the parents/guardians that the continued absences will result in eventual referral to the state attorney.
9-18 Cumulative Absences	At 12 unexcused absences, school sends report 2 to Be@School, which includes additional information about the student, known or suspected barriers, and attendance interventions. School administration will continue to work with the family to communicate absences. At 17 days, school sends report 3 to Be@School to update attendance, contact information, or any additional concerns. A student that reaches 18 cumulative (excused and unexcused absences) may be recommended for retention.

**These are total absences throughout the school year.*

High School

UNEXCUSED ABSENCES

Any Unexcused Absence	Family will be notified via automated phone call. Family has 48 hours to excuse the absence via the EHS online system. Students have the opportunity to make up missed work for up to 75% or equivalent.
3 Unexcused Absences	At three unexcused absences, schools send a Three-Day Continuing Truant notification letter home to parents/guardians.
7 Unexcused Absences	Truancy Report 1 will be filed through the Hennepin County “Be@School” program. Parents may be required to attend a Parent Group Meeting through the “Be@School” program. At seven unexcused absences, a student is considered a habitual truant. The school will communicate with parents about attendance concerns via phone call or parent meeting including EHS staff to create an intervention plan.
12 Unexcused Absences	Truancy Report 2 will be filed through the Hennepin County “Be@School” program. Pending student performance or extenuating circumstances, student may be dropped from class with a grade of NC.

~~*All absences are reset at the start of a new semester~~

EXCUSED ABSENCES

Any Excused Absence	Full credit is given for make-up work. A student should complete ALL missing work within a period equating to two school days per day of excused absence to receive full credit.
12 Excused Absences	The school will communicate with parents about attendance concerns via phone call or parent meeting. The student may be placed on an intervention plan which may require pre-approval from administration/health services or provide a note from a medical provider upon subsequent excused absences. At 17 days, school sends report 3 to Be@School to update attendance, contact information, or any additional concerns.

~~*All absences are reset at the start of a new semester~~

The district reserves the right to report students truant if they accumulate more than 12 excused absences during the year.

E. Attendance Appeal Process for Edina High School

A student scheduled to be removed from a class due to excessive (excused or unexcused) absences may appeal this decision. The student and/or parent/guardian is provided an opportunity to share the circumstances related to the violation of the attendance contract that warrant not being dropped from the course. The final decision is made by the administrator.

~~IV. Suspension from School~~

~~Make-up work is required and will receive one hundred percent (100%) credit. Days during which a student is suspended from school will not be counted in the student's total cumulative absences.~~

~~V. Tardiness~~

~~D. At the Elementary level, tardiness is late arrival to school, not to exceed thirty minutes. Any student arriving later than thirty minutes will be marked as a half day absence.~~

~~E. At the Middle School and High School levels, tardiness is late arrival to school or to a class, not to exceed 10 minutes.~~

~~Tardiness, other than the first period of the day, will be handled by the teacher. Each teacher will advise students of penalties and/or makeup for their class. Late arrivals to school in the morning will be dealt with through the office. The fourth unexcused tardy in any given quarter will result in an intervention (e.g., attendance plan, parent/guardian meeting, team meeting).~~

~~F. Tardiness or half day absence is classified as exempt, excused, or unexcused, depending on whether the reason is defined as exempt, excused, or unexcused in Section II.~~

revised: 06/12/17
revised: 12/17/18
updated: 11/18/19
revised: 06/12/23
revised: 04/08/24
revised: / /25

Appendix II to Policy 503

**Form for Pre-Arranged Personal Absences, Family Vacations,
and Significant Educational Opportunities**

Entire form must be filled out 5 days prior to the absence for it to be considered excused!

Student Name: _____ Grade: _____ ID#: _____

Parent/Guardian Name(s): _____

Parent/Guardian Phone Number(s): Cell (____)____-____;

Home (____)____-_____

Date(s) of Absence: * _____ through * _____

*Leaving midday at: _____AM/PM

*Returning midday at: _____AM/PM

Check one Box Below:

- Religious Observance**
- Personal Matter / Family Vacation - *Please supplement this form with a short written explanation.***
- Significant Educational Opportunity - *Please supplement this form with a short written explanation of the opportunity.***
- Athletic Event - *Please supplement this form with a short written explanation.***

Written Explanation for Absences:

Parents//guardians/students are responsible for contacting the teacher(s) and arranging for makeup work before turning this form into the office. Please complete and turn this form in to the office **at least five school days** prior to departure. Forms not turned in 5 school days prior to being gone will result in the absence marked as unexcused. Parent(s)/guardian(s) should sign this form before giving it to the classroom teacher.

I have read and understand the conditions listed above:

Student Signature: _____

Parent/Guardian Signature(s): _____

Date: _____

Office Use Only:

Date received by Office Staff: _____

(~~04/24~~ __/25)

Appendix III to Policy 503 and 509

Family Proposal for a Modified Learning Experience

Student's Name: _____ Grade: _____ School: _____

Date of Submission: _____

Experience Begin Date: _____ Experience End Date: _____

Experience School Day Adjustment: _____

Family Need/Rationale for Modified Learning Experience (describe reasons for proposal):

Customized Learning Experience:

— Subject(s)	— Modified Instructional Approach	— Assessment Process

Requirements of Modified Learning Experience:

- ~~Meets state and district attendance requirements~~
- ~~Meets state and district academic advancement requirements, including grade level standards and high school course credits~~
- ~~Does not require specialized services or instructional support of district staff~~

Student Signature: _____ Date: _____

Parent/Guardian Signature(s): _____ Date: _____

District Administrative Approval:

___ Approved ___ Denied

___ Approved with the following modifications:

District Administrative Decision-Makers:

Director of Teaching & Learning _____ Building Principal _____

Date _____ Date _____

Appeal Request Date: _____

Decision of District Task Force:

___ Approved ___ Denied

(04/24)

Students

Protection and Privacy of Student Records

I. Purpose

The school district recognizes its responsibility in regard to the collection, maintenance and dissemination of student records and the protection of the privacy rights of students as provided in federal and state law.

II. General Statement of Policy

The school district will ensure all student data is protected and private pursuant to federal law and state statute. Data which is deemed by law as public will be accessible pursuant to the procedures established by the district.

III. Definitions

For purposes of this policy, the definitions included in this section apply. [All other terms and phrases will be defined in accordance with applicable state and federal law or ordinary customary usage.](#)

A. ~~Authorized Representative~~ “Authorized representative” means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. ~~Biometric Record~~ “Biometric record,” as referred to in “Personally Identifiable,” means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting).

C. ~~Dates of Attendance~~ “Date of attendance,” as referred to in directory information, means the period of time during which a student attends or attended a school or schools in the school district. The term does not include specific daily records of a student’s attendance at a school or schools in the district.

D. ~~Dependent Student~~ A “dependent student” is an individual who, during each of five (5) calendar months during the calendar year in which the taxable year of

the parent begins, is a full-time student at an educational institution.

- E. ~~Directory Information~~ “Directory information,” under state and federal law, means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student’s name, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (i.e., full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational agency or institution attended. It also includes the name, and telephone number of the student’s parent(s). ~~Minnesota law imposes additional restrictions, beyond federal law, upon the types of information that may be designated as directory information.~~

Directory information does not include:

1. a student’s social security number;
 2. a student’s identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student’s identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;
 3. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student’s identity, such as a PIN, password, or other factor known or possessed only by the student;
 4. personally identifiable data which references religion, race, color, social position, or nationality; or
 5. data collected from non-public school students, other than those who receive shared time educational services, unless written consent is given by the student’s parent.
- F. “District official” includes: (a) a person duly elected to the board; (b) a person employed by the board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the board as a temporary substitute in a professional position for the period of their performance as a substitute; and (d) a person employed by, or under contract to, the board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of their performance as an employee or contractor.

- ~~FG. Education Records~~ 1. “Education records” means those records which: (1) are directly related to a student; and (2) are maintained by the district or by a party

acting for the district.

-2: The term “education records” does not include:

a1. Records of instructional personnel which:

- (1a) are in the sole possession of the maker of the record; and
- (2b) are not accessible or revealed to any other individual except a substitute teacher; and
- (3c) are applicable to be destroyed at the end of the school year.

b2. Records of a law enforcement unit of the district, provided educational records maintained by the district are not disclosed to the unit, and the law enforcement records are:

- (1a) maintained separately from education records;
- (2b) maintained solely for law enforcement purposes; and
- (3c) disclosed only to law enforcement officials of the same jurisdiction.

e3. Records relating to an individual, including a student, who is employed by the district which:

- (1a) are made and maintained in the normal course of business;
- (2b) relate exclusively to the individual in that individual’s capacity as an employee; and
- (3c) are not available for use for any other purpose.

However, these provisions will not apply to records relating to an individual in attendance at the district who is employed as a result of their status as a student.

d4. Records relating to an eligible student, or a student attending an institution of postsecondary education, which are:

- (1a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional or paraprofessional capacity or assisting in that capacity;
- (2b) made, maintained, or used only in connection with the provision of treatment to the student; and
- (3c) disclosed only to individuals providing the treatment, provided that the records can be personally reviewed by a physician or other appropriate professional of the student’s choice. For the purpose of this definition, “treatment” does not include remedial educational activities or activities that are a part of the program of instruction within the district.

e5. Records that only contain information about an individual after they are no longer a student at the district.

H. "Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by the district or an entity under contract with the district designed to eliminate disparities and advance equities in educational achievement for students by coordinating services available to students, regardless of their involvement with other government services. Education support services data does not include welfare data under state law. Unless otherwise provided by law, all education support services data are private data on individuals and will not be disclosed except according to state law or a court order.

~~I.G. Eligible Student~~ "Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of postsecondary education.

~~J.H. Juvenile Justice System~~ "Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

~~K.I. Legitimate Educational Interest~~ "Legitimate educational interest" includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student's education; or
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid.
4. Perform a task directly related to responding to a request for data.

~~L.J. Parent~~ "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation, or child custody, or a legally binding instrument which provides to the contrary.

~~M.K. Personally Identifiable~~ "Personally identifiable" means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) a list of personal characteristics that would make the student's identity easily traceable; or (f) other information that would make the student's identity easily traceable.

~~NE. Record~~ “Record” means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

~~OM. Responsible Authority~~ “Responsible authority” means superintendent or designee.

~~PN. Student~~ “Student” includes any individual who is or has been in attendance, enrolled, or registered at the district and regarding whom the district maintains education records. Student also includes applicants for enrollment or registration at the district, and individuals who receive shared time educational services from the district.

~~O. School Official~~ “School official” includes: (a) a person duly elected to the board; (b) a person employed by the board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the board as a temporary substitute in a professional position for the period of their performance as a substitute; and (d) a person employed by, or under contract to, the board to perform a special task such as a secretary, a clerk, as a public information officer or data practices compliance official, an attorney, or an auditor for the period of their performance as an employee or contractor.

~~QP. Summary Data~~ “Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

~~Q. Other Terms and Phrase~~

~~All other terms and phrases will be defined in accordance with applicable state and federal law or ordinary customary usage.~~

IV. General Classification

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of the Family Educational Rights and Privacy Act (FERPA) and the regulations promulgated thereunder.

V. Statement of Rights

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student’s education records;

2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state, or federal law, or the regulations promulgated thereunder;
4. The right to refuse release of secondary students' names, addresses, and ~~home~~ telephone numbers to military recruiting officers;
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;
6. The right to be informed about rights under the federal law; and
7. The right to obtain a copy of this policy at the location set forth in the "Copies of Policy" section of this policy.

B. Eligible Students

All rights and protections given parents under this policy transfer to the student when they reach eighteen (18) years of age or enrolls in an institution of postsecondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the educational records of such student without first obtaining the consent of the student.

C. Students with a Disability

The school district will follow ~~34 Code of Federal Regulations sections 300.610-300.617~~ [federal regulations](#) with regard to the privacy, notice, access, recordkeeping, and accuracy of information related to students with a disability.

VI. Disclosure of Educational Records

A. Consent Required for Disclosure

1. The school district will obtain a signed and dated written consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein. Written consent will include:
 - a. a specification of the records to be disclosed;
 - b. the purpose or purposes of the disclosure;

- c. the party or class of parties to whom the disclosure may be made; and
 - d. if appropriate, a termination date for the consent.
2. When a disclosure is made under this subdivision:
- a. if the parent or eligible student so requests, the district will provide them with a copy of the records disclosed; and
 - b. if the parent of a student who is not an eligible student so requests, the district will provide the student with a copy of the records disclosed.
3. A signed and dated written consent may include a record and signature in electronic form that:
- a. identifies and authenticates a particular person as the source of the electronic consent; and
 - b. indicates such person's approval of the information contained in the electronic consent.
4. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent will not be deemed to have been given unless the statement is:
- a. in plain language;
 - b. dated;
 - c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
 - d. specific as to the nature of the information the subject is authorizing to be disclosed;
 - e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
 - f. specific as to the purpose or purposes for which the information may be used by any of the parties named in clause e. above, both at the time of the disclosure and at any time in the future; and
 - g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for (i) life insurance or non-cancelable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under state

law, which will be ongoing during all terms of eligibility, for individualized education program health-related services provided by a district that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of postsecondary education, the rights accorded to and the consent required of the parent of the student will thereafter only be accorded to and required of the eligible student, except as provided in the "Statement of Rights" section of this policy.

B. Prior Consent for Disclosure Not Required

The district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other ~~school~~ district officials, including teachers, within the district whom the district determines have a legitimate educational interest in such records;
2. To a contractor, consultant, volunteer, or other party to whom the ~~school~~ district has outsourced institutional services or functions provided that the outside party:
 - a. performs an institutional service or function for which the ~~school~~ district would otherwise use employees;
 - b. is under the direct control of the ~~school~~ district with respect to the use and maintenance of education records; and
 - c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made;
3. To officials of other schools or school districts in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for the purposes related to the student's enrollment or transfer. The records will include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (See section XIX.), suspension and expulsion information pursuant to ~~section 7917~~ of the federal Every Student Succeeds Act, and, if applicable, data regarding a student's history of violent behavior. Records regarding disciplinary action, suspension or expulsion, or a student's history of violent behavior will not be disclosed to institutions of postsecondary education where the student seeks to or intends to enroll, unless required by law. The records also will include a copy of any probable cause notice or any disposition or state court order unless the data are

required to be destroyed under state law. On request, the district will provide the parent or eligible student with a copy of the education records which have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with the “Request to Amend Records; Procedures to Challenge Data” section of this policy;

4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or their representative, subject to the conditions relative to such disclosure provided under federal law;
5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
 - a. determine eligibility for the aid;
 - b. determine the amount of the aid;
 - c. determine conditions for the aid; or
 - d. enforce the terms and conditions of the aid.

“Financial aid” for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual’s attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:
 - a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system’s ability to effectively serve the student whose records are released; or
 - b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the district will disclose the following information to the juvenile justice system under this paragraph: a student’s full name, home address, telephone number, and date of birth; a student’s school schedule, attendance record, and photographs, if any; and parents’ names, home addresses, and telephone numbers;

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization and the information is destroyed when no longer needed for the purposes for which the study was conducted. For purposes of this provision, the term "organizations" includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the district to whom information is disclosed violates this provision, the district may not allow that third party access to personally identifiable information from education records for at least five (5) years.
8. To accrediting organizations in order to carry out their accrediting functions;
9. To parents of a dependent student;
10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters and the order is issued in the context of the proceeding. In addition, if the district initiates legal action against a parent or student it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the district to proceed with the legal action as plaintiff. Also, if a parent or eligible student initiates a legal action against the district, the district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the district to defend itself.
11. To appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health, including mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In addition, ~~an educational agency or institution~~ the district may include in the educational records of a student, appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the ~~school~~ district community. This information may be disclosed to teachers and ~~school~~ district officials within the district and/or teachers and ~~school~~ district officials in other schools who have legitimate educational interests in the behavior of the student. A record

of this disclosure will be maintained;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
13. Information the district has designated as “directory information” pursuant to the “Release of Directory Information” section of this policy;
14. To military recruiting officers pursuant to the “Military Recruitment” section of this policy;
15. To the parent of a student who is not an eligible student or to the student themself;
16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;
17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the district for students or former students; or
18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
 - a. the following information about a student will be disclosed: a student’s full name, home address, telephone number, date of birth; a student’s school schedule, daily attendance record, and photographs, if any; and any parents’ names, home addresses, and telephone numbers;
 - b. the existence of the following information about a student, not the actual data or other information contained in the student’s educational record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the [Minnesota Pupil Fair Dismissal Act](#); (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or administrator of a school who receives such a request will, to the extent permitted by federal law, notify the student’s parent by certified mail of the request to disclose information. If the student’s parent notifies the ~~school~~-[district](#) official of an objection to the disclosure within ten (10) days of receiving certified notice, the ~~school~~ [district](#) official will not disclose the information and

instead will inform the requesting member of the juvenile justice system of the objection. If no objection from the parent is received within fourteen (14) days, the ~~school~~ district official will respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, will be maintained in the student's file.

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under ~~Minn. Stat. § 260B.171, subd. 3~~ state law. The principal will notify the counselor immediately and will place the disposition order in the student's permanent education record. The principal also will ~~notify~~ immediately notify any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal will identify the student, outline the offense, and describe any conditions of probation about which the ~~school~~ district will provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent.
20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under ~~Minn. Stat. § 260B.171, Subd. 5~~ state law. The principal will place the information in the student's educational record. The principal will also notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal will identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private

educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information ~~must~~ will not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal will delete the peace officer's record from the student's educational record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program, or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action.

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected ~~shall~~ will be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data ~~shall~~ will be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or
22. To an agency caseworker or other representative of a state or local child welfare agency, or tribal organization [as defined under federal law](#) (~~as defined in 25 United States Code section 5304~~), who has the right to access a student's case plan, as defined and determined by the state or tribal organization, when such agency or organization is legally responsible, in accordance with state or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the state or tribal laws applicable to protecting the confidentiality of a student's education records.

C. Non-Public School Students

The district may disclose personally identifiable information from the education records of a non-public school student, other than a student who receives shared time educational services, without the written consent of the parent of

the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;
2. Pursuant to a statute specifically authorizing access to the private data; or
3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. Release of Directory Information

A. Educational Data

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information will be designated pursuant to the provisions of: [state and federal law and regulations](#).

~~1. Minnesota Statutes, section 13.32, subdivision 5; and~~

~~2. United States Code, title 20, section 1232g, and Code of Federal Regulations, title 34, section 99.37, which were in effect on January 3, 2012.~~

~~3.~~ 2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under this section.

~~4.~~ 3. When requested, the district will share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

B. Former Students

Unless a former student affirmatively opted out of the release of directory information in their last year of attendance, the district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of paragraph C of this section. In addition, under an explicit exclusion from the definition of an "education record," the district may release records that only contain information about an individual obtained after they are no longer a student at the district.

C. Current Students and Parents

The district may disclose directory information from the education records of a

student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein.

1. When conducting the directory information designation and notice process required by federal law, the district will give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.
2. The district will give public annual notice by any means that are reasonably likely to inform the parents and eligible students of:
 - a. the types of personally identifiable information regarding students and/or parents that the district has designated as directory information;
 - b. the parent's or eligible student's right to refuse to let the district designate any or all of those types of information about the student and/or the parent as directory information; and
 - c. the period of time in which a parent or eligible student has to notify the district in writing that they do not want any or all of those types of information about the student and/or the parent designated as directory information.
3. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the district, in writing, that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in the "Disclosure of Education Records" section of this policy.

D. Procedure for Obtaining Non-Disclosure of Directory Information

The parent's or eligible student's written notice will be directed to the responsible authority and will include the following:

1. Name of the student and/or parent, as appropriate;
2. Home address;
3. School presently attended by student;
4. Parent's legal relationship to student, if applicable; and
5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which will only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or

parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. Disclosure of Private Records

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in the "Disclosure of Education Records" section of this policy, without the prior written consent of the parent or the eligible student.

B. Private Records Not Accessible to Parent

In certain cases, state law intends, and clearly provides, that certain information contained in the education records of the district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such a request the responsible authority will determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority will consider the following factors:

1. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;
2. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
3. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
4. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
5. whether the data concerns medical, dental, or other health services provided pursuant to ~~Minn. Stat. §§ 144.341-144.347~~ [The Minors Consent to Health Services Act](#), in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the

minor.

C. Private Records Not Accessible to Student

Students will not be entitled to access private data concerning financial records and statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a district updates its enrollment forms in the ordinary course of business, the district will include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this section, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

IX. Disclosure of Confidential Records

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to state law, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child will be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data will be confidential and will not be made available to the parent or the subject individual by the district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of state law.

Regardless of whether a written report is made, as soon as practicable after a ~~school~~the district receives information regarding an incident that may constitute maltreatment of a child in a ~~school~~ district facility, the ~~school~~ district will inform the parent of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or which are retained in anticipation of a pending civil legal action are classified as protected non-public data in the case of data not on individuals, and

confidential data in the case of data on individuals.

1. The district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.
2. A complainant has access to a statement they provided to the district.
3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other district students, district employees, and/or attorney data as defined under state law.
4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record will be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:
 - a. a decision by the district, or by the chief attorney for the district, not to pursue the civil legal action. However, such investigation may subsequently become active if the district or its attorney decides to renew the civil legal action;
 - b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
 - c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.
5. A “pending civil legal action” for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and ~~shall~~ will be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. Disclosure of School Records Prior to Exclusion or Expulsion Hearing

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student's parent or representative will be given access to all district records pertaining to the student, including any tests or reports upon which the action proposed by the district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act.

XI. Disclosure of Data to Military Recruitment Officers

A. The school district will release the names, addresses, [electronic mail address \(which will be the electronic mail addresses provided by the district, if available, that may be released to military recruiting officers only\)](#), and ~~home~~ telephone numbers of ~~secondary~~ [students in grades 11 and 12](#) to military recruiting officers within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data to military recruiters pursuant to paragraph C below.

B. Data released to military recruiting officers under this provision:

1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military; and
2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

C. A parent or eligible student has the right to refuse the release of the name, address, [electronic mail address](#), or ~~home~~ telephone number to military recruiting officers. To refuse the release of the above information to military recruiting officers, a parent or eligible student must notify ~~the responsible authority~~, the building principal, [as the responsible authority's designee](#), in writing, by September 15 of each year. The written request must include the following information:

1. Name of student and parent, as appropriate;
2. Home address;
3. Student's grade level;
4. School presently attended by student;
5. Parent's legal relationship to student, if applicable;
6. Specific category or categories of information which are not to be released to military recruiters; and
7. Specific category or categories of information which are not to be released to the public, including military recruiters.

- D. Annually, the district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, [emails](#), and home phone numbers of secondary students without prior consent.
- E. A parent or eligible student's refusal to release the above information to military recruiting officers does not affect the district's release of directory information to the rest of the public, which includes military recruiting officers. In order to make any directory information about a student private, the procedures contained in the "Release of Directory Information" section of this policy also must be followed. Accordingly, to the extent the district has designated the name, address, [email](#), phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers.

XII. Limits on Disclosure

A. Redisclosure

Consistent with the requirements herein, the district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

1. Subdivision A of this section does not preclude the district from disclosing personally identifiable information under the "Disclosure of Education Records" section of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the district provided:
 - a. The disclosures meet the requirements of the "Disclosure of Education Records" section of this policy; and
 - b. The district has complied with the record-keeping requirements of the "Responsible Authority, Record Security, and Record-Keeping" section of this policy.
2. Subdivision A of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student, to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code section 14071.

However, the district will provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

C. Classification of Disclosed Data

The information disclosed will retain the same classification in the hands of the party receiving it as it had in the hands of the district.

D. Notification

Except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under the "Release of Directory Information" section of this policy, or disclosures to a parent or student, the district will inform the party to whom a disclosure is made of the requirements set forth in this section. In the event that the ~~Family Policy Compliance~~ [federal Student Privacy Policy](#) Office determines that a third party improperly re-discloses personally identifiable information from education records, the ~~educational agency or institution~~ [district](#) may not allow that third party access to personally identifiable information from education records for at least five years.

XIII. Responsible Authority, Record Security, and Record-Keeping

A. Responsible Authority

The responsible authority is charged with the maintenance and security of student records.

B. Record Security

The principal of each school subject to the supervision and control of the responsible authority will be the records manager of the school and will have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The [responsible authority or their designee will share with each](#) building principal ~~will submit to the responsible authority~~ a written plan for securing students records by September 1 of each school year. The written plan will contain the following information:

1. A description of records [to be](#) maintained;
2. Titles and addresses of person(s) responsible for the security of student records;
3. Location of [where](#) student records, ~~by category,~~ [will be maintained](#) in the buildings;

4. Means of securing student records; and
5. Procedures for access and disclosure.

~~D. Review of Written Plan for Securing Student Records~~

~~—The responsible authority will review the plans submitted pursuant to paragraph C of this section for compliance with the law, this policy, and the various administrative policies of the district. The responsible authority will then promulgate a chart incorporating the provisions of paragraph C which will be attached to and become a part of this policy.~~

~~E~~D. Record-Keeping

1. The principal will, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student which indicates:
 - a. the parties who have requested or received personally identifiable information from the education records of the student; and
 - b. the legitimate interests these parties had in requesting or obtaining the information;
2. In the event the district discloses personally identifiable information from an education record of a student pursuant to paragraph B of the “Limits on Disclosure” section of this policy, the record of disclosure required under ~~¶~~this section will also include:
 - a. the names of the additional parties to which the receiving party may disclose the information on behalf of the district; and
 - b. the legitimate interests under the “Disclosure of the Education Records” section of this policy which each of the additional parties has in requesting or obtaining the information.
3. Paragraph (1) of Record-Keeping does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other ~~school~~ district officials under paragraph B.1. of the “Disclosure of ~~the~~ Educational Records section of this policy, to requests for disclosures of directory information under the “Release of Directory Information” section of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed.

4. The record of requests of disclosures may be inspected by:
 - a. the parent of the student or the eligible student;
 - b. the ~~school~~ district official or ~~his or her~~ their assistants who are responsible for the custody of the records; and
 - c. the parties authorized by law to audit the record-keeping procedures of the district.
5. The district will record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:
 - a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and
 - b. the parties to whom the district disclosed the information.
6. The record of requests and disclosures will be maintained with the education records of the student as long as the district maintains the student's education records.

XIV. Right to Inspect and Review Education Records

A. Parent of a Student, an Eligible Student, or the Parent of an Eligible Student Who Is Also a Dependent Student

The school district will permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in the "Disclosure of Private Records" section of this policy.

B. Response to Request for Access

The district will respond to any request pursuant to subdivision A of this section immediately, if possible, or within ten (10) working days of the date of the request.

C. Right to Inspect and Review

The right to inspect and review education records under subdivision A of this section includes:

1. The right to a response from the district to reasonable requests for explanations and interpretations of records; and

2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the district will provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.
3. Nothing in this policy will be construed as limiting the frequency of inspection of the educational records of a student with a disability by the student's parent or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students will submit to the district a written request to inspect education records which identify as precisely as possible the record or records they wish to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the district will attempt to accommodate those wishes. The parent or eligible student will be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The district may presume that either parent of the student has authority to inspect or review the education records of a student unless the district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The district may charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the district will consider the following:
 - a. the cost of materials, including paper, used to provide the copies;

- b. the cost of the labor required to prepare the copies;
 - c. any schedule of standard copying charges established by the ~~school~~ district in its normal course of operations;
 - d. any special costs necessary to produce such copies from machine-based record-keeping systems, including but not limited to computers and microfilm systems; and
 - e. mailing costs.
2. The cost of providing copies will be borne by the parent or eligible student.
 3. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, would impair the parent or eligible student from exercising their right to inspect or review the student's education records.

XV. Request to Amend Records; Procedures to Challenge Data

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy or other rights of the student may request that the school district amend those records.

1. The request must be in writing, must identify the item the requester believes to be inaccurate, misleading or in violation of the privacy or other rights of the student, must state the reason for this belief, and must specify the correction the requester wishes the district to make. The request must be signed and dated by the requester.
2. The district will decide whether to amend the education records of the student in accordance with the request within a reasonable period of time after receiving the request.
3. If the district decides to refuse to amend the education records of the student in accordance with the request, it will inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under subdivision B of this section.

B. Right to a Hearing

If the district refuses to amend the education records of a student, the district, on request, will provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the

education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing will be conducted in accordance with subdivision C of this section.

1. If, as a result of the hearing, the district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it will amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.
2. If, as a result of the hearing, the district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it will inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why they disagree with the decision of the district, or both.
3. Any statement placed in the education records of the student under subdivision B of this section will:
 - a. be maintained by the district as part of the education records of the student so long as the record or contested portion thereof is maintained by the district; and
 - b. if the education records of the student or the contested portion thereof is disclosed by the district to any party, the explanation will also be disclosed to that party.

C. Conduct of Hearing

1. The hearing will be held within a reasonable period of time after the district has received the request, and the parent of the student or the eligible student will be given notice of the date, place, and time reasonably in advance of the hearing.
2. The hearing may be conducted by any individual, including an official of the district who does not have a direct interest in the outcome of the hearing. The school board attorney will be in attendance to present the board's position and advise the designated hearing officer on legal and evidentiary matters.
3. The parent of the student or eligible student will be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under subdivisions A and B of this section and may be assisted or represented by individuals of their choice at their own expense, including an attorney.
4. The district will make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision will be based solely on evidence presented at the hearing and will include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of state law relating to contested cases.

XVI. Problems Accessing Data

- A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.
- B. “Data practices compliance official” means superintendent or designee.
- C. Any request by an individual with a disability for reasonable modifications of the district’s policies or procedures for purposes of accessing records will be made to the data practices compliance official.

XVII. Complaints for Noncompliance

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, will be submitted in writing to the ~~Family Policy Compliance~~ [Student Privacy Policy](#) Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-8520.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. Waiver

A parent or eligible student may waive any of their rights provided herein pursuant to FERPA. A waiver will not be valid unless in writing and signed by the parent or eligible student. The district may not require such a waiver.

XIX. Annual Notification of Rights

A. Contents of Notice

The school district will give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the district to comply with the requirements of FERPA, and the rules promulgated thereunder;
5. The criteria for determining who constitutes a ~~school~~ [district](#) official and what constitutes a legitimate educational interest for purposes of disclosing education records to other ~~school~~ [district](#) officials whom the district has determined to have legitimate educational interests; and
6. That the district forwards education records on request to a school in which a student seeks or intends to enroll including suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The district will provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who Are Disabled

The district will provide for the need to effectively notify parents or eligible students identified as disabled.

XX. Destruction and Retention of Records

Destruction and retention of records by the school district will be controlled by state and federal law [and district policy](#).

XXI. Copies of Policy

Copies of this policy may be obtained by parents and eligible students [on the school district's website](#) or at the office of the superintendent.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
[Minn. Stat. § 13.05 \(Duties of Responsible Authority\)](#)
Minn. Stat. § 13.32, subd. 5 (Directory Information)
Minn. Stat. § 13.393 (Attorneys)
[Minn. Stat. § 13.46 \(Welfare Data\)](#)
Minn. Stat. Ch. 14 (Administrative Procedures Act)1a1
Minn. Stat. § 120A.22 (Compulsory Instruction)
[Minn. Stat. § 121A.40-121A.56 \(The Pupil Fair Dismissal Act\)](#)
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)
~~Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)~~
Minn. Stat. § 144.341-144.347 (The Minors Consent to Health Services Act)
Minn. Stat. § 256B (Medical Assistance for Needy Persons)
Minn. Stat. § 256L (MinnesotaCare)
Minn. Stat. § 260B.171 (Records ~~Required to be Kept~~)
[Minn. Stat. § 260E.06 \(Maltreatment Reporting\)](#)
~~Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)~~
Minn. Stat. § 363A.42 (Public Records; Accessibility)
[Minn. Stat. § 626.557 \(Reporting of Maltreatment of Vulnerable Adults\)](#)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7908 (Armed Forces ~~Recruiting~~ [Recruiter Access to Students and Student Recruiting](#) Information)
20 U.S.C. § 7917 (Transfer of School Disciplinary Records)
25 U.S.C. § 5304, [subd \(l\)](#) (Definitions – Tribal Organization)
26 U.S.C. ~~§§ 151 and 152 (Internal Revenue Code–~~ Dependent Defined)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)
[34 C.F.R. §§ 300.610-300.617 \(Confidentiality of Information\)](#)
42 U.S.C. § 1711 *et seq.* (Child Nutrition Act)
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
[42 U.S.C. § 14071 \(Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Program\)](#)
Gonzaga University v. Doe, 536 U.S. 273, 122 S.Ct. 2268, 153 L.Ed. 2d 309 (2002)
Dept. of Admin. Advisory Op. No. 21-008 (December 8, 2021)

Cross References:

Policy 506 (Student Conduct and Discipline)
Policy 519 (Interviews of Students by Outside Agencies)
Policy 520 (Student Surveys)
Policy 719 (Records Retention)

Policy
adopted: 01/22/08
revised: 09/22/14
revised: 07/17/17

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

revised: 03/04/24
rev ___: ___/___/25

Appendix I to Policy 515

PUBLIC NOTICE

Edina Public Schools gives notice to parents of students currently in attendance in the school district, and eligible students currently in attendance in the district, of their rights regarding ~~pupil~~ **student** records.

1. Parents and eligible students are hereby informed that they have the following rights:
 - a. That a parent or eligible student has a right to inspect and review the student's education records within 45 days after the day the request for access is received by the district. A parent or eligible student should submit to the district a written request to inspect education records which identify as precisely as possible the record or records they wishes to inspect. The parent or eligible student will be notified of the time and place where the records may be inspected;
 - b. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. A parent or eligible student may ask the district to amend a record that they believe is inaccurate or misleading. The request must be in writing, identify the item the parent or eligible student believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, must state the reason for this belief, and must specify the correction the parent or eligible student wishes the district to make. The request must be signed by the parent or eligible student. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing;
 - c. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent;
 - d. That the district may disclose education records to other ~~school~~ **district** officials within the district if the district has determined they have legitimate educational interests. For purposes of such disclosure, a "~~school~~ **district** official" is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or other employee; a person serving on the school board; a person or company with whom the district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, public information officer, or data practices compliance official); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or any individual

assisting a ~~school~~ [district](#) official in the performance of their tasks. A ~~school~~ [district](#) official has a “legitimate educational interest” if the individual needs to review an education record in order to fulfill their professional responsibility and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for educational data;

- e. That the district forwards education records on request to a school in which a student seeks or intends to enroll, including information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, and data regarding a student’s history of violent behavior and any disposition order which adjudicates the student as delinquent for committing an illegal act on district property and certain other illegal acts;
- f. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the district to comply with the requirements of the Family Educational Rights and Privacy Act, and the rules promulgated thereunder. The name and address of the office that administers the Family Education Rights and Privacy Act is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-8520

- 2. Copies of the board policy and accompanying procedures and regulations are available to parents and students [on the district website or](#) upon written request to the superintendent.
- 3. Pursuant to applicable law, the district gives notice to parents of students currently in attendance in the district, and eligible students currently in attendance in the district, of their rights regarding “directory information.”

“Directory information,” under state and federal law, means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student’s name, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (i.e., full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational agency or institution attended. It also includes the name and telephone number of the student’s parent(s). ~~Minnesota law imposes additional restrictions, beyond federal law, upon the types of information that may be designated as directory information.~~

- a. The information listed above will be public information which the district may disclose from the education records of a student or information regarding a

parent.

- b. Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's or eligible student's prior written consent except to ~~school~~ district officials as provided under federal law.
4. Pursuant to applicable law, the district hereby gives notice to parents of secondary students and eligible secondary students of their rights regarding release of information to military recruiting officers. The district will release the names, addresses, **electronic mail address (which will be the electronic mail addresses provided by the district, if available, that may be released to military recruiting officers only)**, and ~~home~~ telephone numbers of ~~secondary~~ students in grades 11 and 12 to military recruiting officers within sixty (60) days after the date of the request. Data released to military recruiting officers under this provision may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military and cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.
 - a. Should the parent of a student or the eligible student so desire, any or all of the listed information will not be disclosed to military recruiting officers without prior consent.
 - b. In order to refuse the release of this information without prior consent, the parent or eligible student must make a written request to the building principal by September 15 of each year. This written request must include the following information:
 - (1) Name of student and parent, as appropriate
 - (2) Home address
 - (3) Student's grade level
 - (4) School presently attended by student
 - (5) Parent's legal relationship to student, if applicable
 - (6) Specific category or categories of information which are not to be released to military recruiters without prior consent
 - (7) Specific category or categories of directory information which are not to be released to the public, including military recruiters

INDEPENDENT SCHOOL DISTRICT NO. 273
EDINA, MINNESOTA

Appendix
revised: 03/04/24
rev ___: ___/___/25

Appendix II to Policy 515

JUVENILE JUSTICE SYSTEM REQUEST FOR INFORMATION

Family Educational Rights and Privacy Act
Minnesota Government Data Practices Act, Minn. Stat. § 13.32, subs. 3(i) and 8(b)

DATE/TIME OF REQUEST: _____

TO: _____
(Superintendent of school district or ~~chief administrative officer~~ principal of school)

FROM: _____
(Requester's name/agency)

STUDENT: _____

BASIS FOR REQUEST:

_____ Juvenile delinquency investigation/prosecution

_____ Child protection assessment/investigation

_____ Investigation/filing of CHIPS or delinquency petition

REASON FOR REQUEST (Requester must describe why information regarding existence of the data marked below is necessary to effectively serve the student):

RESPONSE TO REQUEST (The school district will indicate whether it has data on the student that document any activity or behavior marked by the requester):

Information requested (Mark all that apply):

Response provided (Yes/No):

_____	Use of a controlled substance, alcohol, or tobacco	_____
_____	Assaultive or threatening conduct as defined in Minn. Stat. § 13.32, subd. 8	_____
_____	Possession or use of weapons or look-alike weapons	_____
_____	Theft	_____
_____	Vandalism and damage to property	_____

CERTIFICATION: The undersigned certifies that they are a member of the juvenile justice system. The requested data are needed by the juvenile justice system so it may effectively serve, prior to adjudication, the student whose records are released. The undersigned will not disclose the information received to any other party, except as provided under state law, without prior written consent as required by Code of Federal Regulations, title 34, section 99.38(b). The undersigned further certifies that they understand that, by signing this request, they are subject to the penalties in Minn. Stat. § 13.09.

Signature/Title

Appendix III to Policy 515

AUTHORIZATION FOR RELEASE OF INFORMATION ON STUDENT

To: Edina Public Schools
5701 Normandale Road
Edina, MN 55424

Re: Educational records of _____
(Student's Name)

(Date of Birth and/or Social Security Number)

This release permits the school district, pursuant to Minn. Stat. § 13.05, Subd. 4 and Minn. Rules 1205.1400, subp. 4, to release the enumerated educational records and information to the specified party or individual(s).

Specification of records/information to be disclosed and extent of disclosure:

Exceptions to the above specification:

Purpose(s) of disclosure:

To whom the records and information should be disclosed:

This authorization specifically includes records prepared prior to the date of this authorization and records prepared after the date of this authorization, such records to be used only for the purpose specified. I do not authorize re-release of this information by the third party.

I understand that I may revoke this consent in writing at any time. Upon the fulfillment of the above-stated purpose, this consent will automatically expire without my express revocation. Minnesota law requires automatic expiration of this authorization one year from the date of authorization (Minn. Stat. § 13.05, 2010). A photocopy of this authorization will be treated in the same manner as an original.

Dated: _____
(Signature of Authorized Signer)

Students

Staff Notification of Violent Behavior of Students

I. Purpose

In an effort to provide a safe school environment, the assigned classroom teacher and certain staff members should know whether a student to be placed in the classroom has a history of violent behavior. Additionally, decisions should be made regarding how to work with the student and manage the behavior.

This policy addresses the circumstances under which data should be provided to classroom teachers and other school [district](#) staff members about students with a history of violent behavior, and establishes a procedure for notifying staff regarding the placement of students with a history of violent behavior.

II. General Statement of Policy

- A. Any staff member or other employee of the school district who obtains or possesses information concerning a student in the building with a history of violent behavior will immediately report said information to the principal of the building in which the student attends school.
- B. The administration will meet with the assigned classroom teacher and other appropriate staff members for the purpose of ~~notifying and determining~~ [notification and to determine](#) how staff will manage such student.
- C. Only staff members who have a legitimate educational interest in the information will receive notification.

III. Definitions

For purposes of this policy, ~~the following terms have the meaning given them~~ [the definitions included in this section apply.](#)

- A. ~~Administration~~ “Administration” means the superintendent, building principal, or other designee.
- B. ~~Classroom Teacher~~ “Classroom teacher” means the instructional personnel responsible for the course or room to which a student is assigned at any given time, including a substitute hired in place of the classroom teacher.
- F C. ~~School Staff Member~~ “School [District](#) staff member” includes:

1. A person duly elected to the school board;
2. A person employed by the school board in an administrative, supervisory, instructional, or other professional position;
3. A person employed by the school board as a temporary substitute in a professional position for the period of ~~his or her~~ **their** performance as a substitute; and
4. A person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of ~~his or her~~ **their** performance as an employee or contractor.

~~E D.~~ **History of Violent Behavior** ~~1. A student will be considered to have a A~~ “history of violent behavior” **will be attributed to a student** if **any** incident(s) of violence, including any documented physical assault of a school district employee by the student, ~~have~~ **has** occurred during the current or previous school year.

~~2. If a student has an incident of violence during the current or previous school year, that incident and all other past related or similar incidents of violence will be reported.~~

~~D E.~~ **Incident(s) of Violence** “Incident(s) of violence” means willful conduct in which a student endangers or causes physical injury to ~~the student, other students,~~ a district employee, ~~or surrounding person(s),~~ or endangers or causes significant damage to school district property, regardless of whether related to a disability or whether discipline was imposed.

~~E F.~~ **Legitimate Educational Interest** “Legitimate educational interest” includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for educational data. It includes a person’s need to know in order to:

1. Perform an administrative task required in the ~~school-~~**district** or the employee’s contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student’s education; ~~or~~
3. Perform a service or benefit for the student or the student’s family such as health care, counseling, student job placement, or student financial aid-; **or**
4. Perform a task directly related to responding to a request for data.

G. “Responsible authority” means superintendent or designee.

~~F. School Staff Member~~

~~“School staff member” includes:~~

- ~~1. A person duly elected to the school board;~~
- ~~2. A person employed by the school board in an administrative, supervisory, instructional, or other professional position;~~
- ~~3. A person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and~~
- ~~4. A person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.~~

IV. Procedure for Staff Notification of Students with Violent Behavior

A. Reports of Violent Behavior

Any staff member or other employee of the school district who becomes aware of any information regarding the violent behavior of an enrolling student or any student enrolled in the district will immediately report the information to the building principal where the student is enrolled or seeks to enroll.

B. Recipients of Notice

Each classroom teacher of a student with a history of violent behavior (see section III**GD**, above) will receive written notification from the administration prior to placement of the student in the teacher’s classroom. In addition, written notice will be given by the administration to other ~~school~~ **district** staff members who have a legitimate educational interest, as defined in this policy, when a student with a history of violent behavior is placed in a teacher’s classroom. The administration will provide notice to anyone substituting for the classroom teacher or ~~school~~ **district** staff member, who has received notice under this policy, that the substitute will be overseeing a student with a history of violent behavior.

The administration may provide other district employees or individuals outside of the district with information regarding a student, including information regarding a student’s history of violent behavior, in accordance with ~~Policy 515, Protection and Privacy of Pupil Records~~ **district policy**.

C. Determination of Who Receives Notice

The determination of which classroom teachers and ~~school~~ district staff members have a legitimate educational interest in information regarding a student with a history of violent behavior will be made by either: (1) the district's Responsible Authority appointed by the school board under the Minnesota Government Data Practices Act or (2) the administration. In the event the administration makes this determination, the Responsible Authority will provide guidance to the administration as to what data will be shared.

D. Form of Written Notice

The notice given to classroom teachers and ~~school~~ district staff members will be in writing and will include the following:

1. Name of the student;
2. Date of notice;
3. Notification that the student has been identified as a student with a history of violent behavior as defined in section III of this policy; ~~and~~
4. ~~If a student has an incident of violence during the current or previous school year, that incident and all other past related or similar incidents of violence will be reported-~~; and
- ~~4~~5. Reminder of the private nature of the data provided.

E. Record of Notice

1. The administration will retain a copy of the notice or other documentation provided to classroom teachers and ~~school~~ district staff members notified under this section.
2. Retention of the written notice or other documentation provided to classroom teachers and ~~school~~ district staff members is governed by the approved Records Retention Schedule.

F. Meetings Regarding Students with a History of Violent Behavior

1. If the administration determines, in ~~his or her~~ their discretion, that the classroom teacher and/or ~~school~~ district staff members with a legitimate educational interest in such data reasonably require access to the details regarding a student's history of violent behavior for purposes of school safety and/or intervention services for the student, the administration also may convene a meeting to share and discuss such data.
2. The persons present at the meeting may have access to the data described in section IV.D, above.

G. Law Enforcement Reports

Staff members will be provided with notice of disposition orders or law enforcement reports received by the district in accordance with ~~Policy 515, Protection and Privacy of Pupil Records~~ [district policy](#). Where appropriate, information obtained from disposition orders or law enforcement reports also may be included in a ~~Notification of Violent Behavior~~ [given pursuant to Section IV.D. above](#).

V. Maintenance and Transfer of Records

A report, notice, or documentation pertaining to a student with a history of violent behavior are educational records of a student and will be retained, maintained, and transferred to a school or school district in which a student seeks to enroll in accordance with ~~Policy 515, Protection and Privacy of Pupil Records~~ [district policy](#).

VI. Parental Notice

- A. The administration will notify parents [or guardians](#) annually that the school district gives classroom teachers and other ~~school~~ [district](#) staff members notice about students' history of violent behavior.
- B. Prior to providing the written notice of a student's violent behavior to classroom teachers and/or ~~school~~ [district](#) staff members, the administration will inform the student's parent or guardian that such notice will be provided.
- C. Parents [or guardians](#) will be given notice that they have the right to review and challenge records or data, including the data documenting the history of violent behavior, in accordance with ~~Policy 515, Protection and Privacy of Pupil Records~~ [district policy](#).

VII. Training Needs

Representatives of the school board and representatives of the teachers will discuss the needs of students and staff. The parties may discuss necessary training which may include training on conflict resolution and positive behavior interventions and may discuss necessary intervention services such as student behavioral assessments.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. § 120A.22, Subd. 7 (~~School Attendance~~ [Compulsory Instruction](#) – Education Records)

Minn. Stat. § 121A.45 (Grounds for Dismissal)

Minn. Stat. § 121A.64 (Notification: [Teachers' Legitimate Educational Interest of Students with Violent Behavior](#))

Minn. Stat. § 121A.75 (~~Law Enforcement Notice to Schools~~ [Receipt of Records](#);

[Sharing](#))

Minn. Rules Parts 1205.0100–1205.2000 (Data Practices)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

34 C.F.R. §§ 99.1–99.67 (Rules Implementing FERPA)

Minn. Laws 2003, 1st Sp., Ch. 9, Art. 2, § 53 ([Policy on Students with a History of Violent Behavior](#))

Cross Reference:

Policy 515 (Protection and Privacy of Student Records)

[Policy 719 \(Records Retention\)](#)

Policy

adopted: [01/22/08](#)

reviewed: [04/09/12](#)

revised: 12/15/14

revised: [09/25/17](#)

reviewed: [08/10/20](#)

revised: [__/__/25](#)

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota

Students

The Pledge of Allegiance

I. Purpose

The school district recognizes the need to display an appropriate United States flag and to provide instruction to students in the proper etiquette, display, and respect of the flag. This policy provides for recitation of the Pledge of Allegiance and instruction in school to help further that end.

II. General Statement of Policy

Students in this school district will recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation will be conducted:

- A. By each individual classroom teacher or the teacher's surrogate; or
- B. Over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

III. Exceptions

Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students and school [district](#) personnel must respect another person's right to make that choice.

IV. Instruction

Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises.

Legal References:

Minn. Stat. § 121A.11, [S](#)subd. 3 (Pledge of Allegiance)

Minn. Stat. § 121A.11, [S](#)subd. 4 (Instruction)

Policy

adopted: 01/22/08

amended: 02/21/12

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)
Edina, Minnesota

revised: 12/15/14
reviewed: 02/10/20
rev ____: __/__/25

Education Programs

Alternative Educational Services

I. Purpose

This policy recognizes the benefit of alternative educational services to meet individual learner needs.

II. General Statement of Policy

The school district recognizes the importance of alternative educational service options. Educational service options will be made available for students that may enhance their opportunity to learn in a different environment and through a different learning approach.

III. Definition

“Alternative educational services” may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in another district or in a state-approved alternative learning center selected to allow the student to progress toward meeting graduation standards, although in a different setting.

IV. Responsibility

- A. Any student who is 17 years old who seeks to withdraw from school, and the student’s parent or guardian must attend a meeting with school district personnel to discuss the educational opportunities available to the student, including alternative educational opportunities and sign a written election to withdraw from school.
- B. It will be the responsibility of the director of teaching and learning to identify alternative educational service options to be made available to students, to recommend such alternative programs and services to the school board for approval, and to familiarize students and parents with the availability of such alternative programs and services. The superintendent will, through cooperative efforts with other schools, agencies, and organizations, periodically recommend additional or modified alternative educational services to the board.
- C. The director of teaching and learning will have discretionary authority to develop

guidelines and directives to implement board policy relating to alternative educational services.

V. Request for Modified Learning Experience

School district families may request a modification on their child's learning experience beyond the child's scheduled school day. The request could be a defined number of full days or a defined amount of time during the school day for a defined number of days.

The request will be made to the building principal and consideration for approval will be limited to the following reasons:

- Students desire for a performance acceleration
- Extended family travel schedule
- Attendance challenges associated with unique learning needs

Families seeking approval of a modified learning experience must do so six weeks prior to the experience's beginning date. The district review and decision of the proposal will be completed within four weeks of the received proposal. The modified proposal can be found in Appendix I.

Legal References:

Minn. Stat. § 120A.22, subd. 8 (Withdrawal from School)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 121A.41, subd. 11 (Definitions – Alternative Educational Services)
Minn. Stat. § 121A.45, subd. 1 (Provision of Alternative Programs)
Minn. Stat. § 123A.05 (State-Approved Alternative Programs Organizations)
Minn. Stat. § 123A.06 (State-Approved Alternative Programs and Services)
Minn. Stat. § 124D.66 (Assurance of Mastery Programs)
Minn. Stat. § 124D.68 (Graduation Incentives Programs)
Minn. Stat. § 124D.74 (American Indian Educational Programs)
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)

Cross References:

Policy 603 (Curriculum and Program Review and Development)
Policy 604 (Grade Level Configuration and Enrollment at School Sites)

Policy
adopted: 06/22/09
Revised: 03/16/14
Reviewed: 01/13/20
Revised: 12/02/24

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Appendix I to Policy 605

Family Proposal for a Modified Learning Experience

Student's Name: _____ Grade: _____ School: _____

Date of Submission: _____

Experience Begin Date: _____ Experience End Date: _____

Experience School Day Adjustment: _____

Family Need/Rationale for Modified Learning Experience (describe reasons for proposal):

Customized Learning Experience:

Subject(s)	Modified Instructional Approach	Assessment Process

Requirements of Modified Learning Experience:

- Meets state and district attendance requirements
- Meets state and district academic advancement requirements, including grade level standards and high school course credits
- Does not require specialized services or instructional support of district staff

Student Signature: _____ Date: _____

Parent/Guardian Signature(s): _____ Date: _____

District Administrative Approval:

Approved Denied

Approved with the following modifications:

District Administrative Decision-Makers:

Director of Teaching & Learning

Building Principal

Date

Date

Appeal Request Date: _____

Decision of District Task Force:

Approved Denied

(__/25)

Education Programs

Religion

I. Purpose

This policy identifies the status of religion as it pertains to the programs of the school district.

II. General Statement of Policy

- A. The school district will neither promote nor disparage any religious belief or nonbelief. Instead, the district encourages all students and employees to have appreciation for and tolerance of each other's views.
- B. The district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.
- C. The district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.
- D. The district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.
- E. The historical and contemporary values and the origin of various religions, holidays, customs, and beliefs may be explained in an unbiased and nonsectarian manner.

III. Responsibility

- A. It will be the responsibility of the director of teaching and learning to ensure that the study of religious materials, customs, beliefs, and holidays in the school district is in keeping with the following guidelines:
 - 1. The proposed activity must have a secular purpose.
 - 2. The primary objective of the activity must be one that neither advances nor inhibits religion.
 - 3. The activity must not foster governmental relationships with religion.

4. Notwithstanding the foregoing guidelines , reasonable efforts will be made to accommodate any student who wishes to be excused from attendance at school for the purpose of religious instruction or observance of religious holidays.

B. The director of teaching and learning is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Approved directives and guidelines will be attached as an addendum to this policy.

Legal References:

U. S. Const., amend. I

Minn. Stat. § 120A.22, § subd. 12(3) (Compulsory Instruction - [Legitimate Exemptions](#))

Minn. Stat. § 120A.35 (Absence From School for Religious Observance)

Minn. Stat § 121A.10 (Moment of Silence)

Good News Club v. Milford Central School, 533 U.S. 98, 121 S.Ct. 2093, 150 L.Ed.2d 151 (2001)

Santa Fe Indep. Sch. Dist. v. Doe, 530 U.S. 290, 120 S.Ct. 2266 (2000)

Tangipahoa Parish Bd. of Educ. v. Freiler, 530 U.S. 1251, 120 S.Ct. 2706 (2000)

Lemon v. Kurtzman, 403 U.S.602, 91 S.Ct. 2105, 29 L.Ed.2d 745 (1971)

Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No 1, 690 F.3d 996 (8th Cir. 2012)

Roark v. South Iron R-1 Sch. Dist., 573 F.3d 556 (8th Cir. 2009)

Wigg v. Sioux Falls Sch. Dist., 382 F.3d 807 (8th Cir. 2004)

Doe v. School Dist. of City of Norfolk, 340 F.3d 605 (8th Cir. 2003)

Stark v. Independent Sch. Dist. No. 640, 123 F.3d 1068 (8th Cir. 1997)

Flore v. Sioux Falls Sch. Dist. 49-5, 619 F.2d 1311 (8th Cir. 1980)

Child Evangelism Fellowship v. Elk River Area Sch. Dist. No. 728, 599 F. Supp.2d 1136 (D. Minn.2009)

LeVake v. Independent Sch. Dist. No. 656, 625 N.W.2d 502 (Minn. App. 2001)

Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)

Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)

Minn. Op. Atty. Gen. No. 63 (1940)

Minn. Op. Atty. Gen. No. 120 (1924)

Minn. Op. Atty. Gen. No. 121 (1924)

Cross Reference:

[Policy 503 \(Student Attendance\)](#)

Policy 801 (Equal Access [by Students](#) to School Facilities)

Policy

adopted: 07/20/09

Revised: 03/16/15

Reviewed: 01/13/20

revised: __/__/25

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota

Appendix I to Policy 609

Directives & Guidelines to the Teaching of Religion-Related Materials

1. Students may be taught about the role of religion in the historical, cultural, economic, and social development of the United States and other nations. However, students may not be taught a specific religion for devotional or doctrinal purposes.
2. Religious texts may be studied as literature but not as religious doctrine. They ~~must~~ will be studied only when they naturally occur in the context of school-designated curriculum.
3. If religion is discussed, care must be taken to discuss minority as well as majority religions. In all cases, religion ~~must~~ will be discussed in a neutral, objective, fair, balanced, and factual manner.
4. Teachers may educate students about the historical, contemporary, and cultural aspects of religious holidays. However, celebrating religious holidays in the schools, through worship or other activities, is unconstitutional.
5. Religious symbols are permissible in the classroom only to the extent that they are temporary, used as teaching aids, and cited as examples of the cultural and religious heritage of a people. They may not be used as decoration.
6. Classroom parties may be educational or of social purpose. Classroom parties that occur during the school day may not promote or be based upon religious holidays or include activities that have a religious association.
7. School ~~district~~ activities should not be scheduled on significant religious holidays. Care should be taken to avoid tests, special projects, introduction of new concepts, and other activities which would be difficult to make up. Conversely, the students who remain in school should continue to have meaningful learning experiences.
8. Any work of art to be studied should be selected for its inherent merits. The artwork should represent the best examples to illustrate the academic standards and the curriculum's educational goal. ~~–~~ Artwork may be related to a specific religious/cultural tradition. The study of such artwork can enhance the understanding and appreciation of a cultural product, which a particular tradition has fostered. Whenever possible, a multiplicity of cultural traditions should be included.
9. Music will be studied for its ~~inherent beauty of~~ artistic structure and form. Its purpose in study should be learning for the sake of developing artistic understanding and responsiveness. Music will not be selected for the purpose of advancing or perpetuating a particular religious belief system or a particular holiday.

- ~~a.~~ a. Music will be selected first, on its own merits as an art form, and second, as a multicultural object of study which enhances the understanding of the development of a particular movement in human civilization. Professional judgment will be taken in the public performance of music associated with any religious and/or cultural tradition that it not be designed as a religious service or religious celebration. Whenever possible, a multiplicity of cultural traditions will be included. Typical educational objectives should include a range and a balance offering music from various religious and/or cultural traditions. Music from a sacred tradition will be studied and performed as an educational experience which relates to achieving curricular goals and objectives, and will not be designed to foster a specific religious belief.
 - ~~b.~~ b. Schools may excuse a student from engaging in a music activity; which offends that student's religious belief or conscience. Each situation will be reviewed **by the building principal** on an individual basis.
10. A student may express religious beliefs or themes in ~~his or her~~ **their** schoolwork and ~~school~~ **district** personnel should neither promote nor inhibit such religious expression. However, ~~school~~ **district** personnel may rule inappropriate the expression of religious beliefs in schoolwork if such expression is irrelevant to the subject matter being taught.
 11. A student may wear religious attire and/or jewelry in school or during a ~~school~~ **district**-sponsored activity unless the wearing of such attire or jewelry would compromise the student's physical safety in a given situation; (i.e., the wearing of jewelry during gym class or while engaging in a ~~school~~ **district**-sponsored sport may be prohibited for safety reasons).
 12. Students may pray individually or in groups and may speak to their peers about religious topics when it does not interfere with school instruction or ~~school~~ **district**-sponsored activities. ~~However, school~~ **district** personnel ~~will intercede to stop such religious speech if it is not welcomed by the peer(s) being addressed or otherwise~~ **or** constitutes coercion, intimidation, or harassment.
 13. A student may not be penalized for staying out of school or a ~~school~~ **district**-sponsored activity on a religious holiday of ~~his or her~~ **their** faith. ~~The~~ **A**bsence policy for making up assignments will apply.
 14. A student may be excused from participation in a class or ~~school~~ **district** program if ~~he or she~~ **they** objects to the subject matter being taught on religious grounds. When students are excused an alternative assignment may be required.

Appendix

Reviewed: 01/13/20

revised: ___/___/25

Appendix II to Policy 609

Process to Request An Excuse From a Particular Activity or Requirement

When a student requests a religious exemption from a particular activity or requirement, the parent/guardian and Edina Public Schools (EPS) will follow this process:

1. A Parent or guardian must notify the course teacher and school principal, in writing, that they would like to seek an exemption to particular lesson(s) or activities based on religious beliefs under Policy 609. This must be done prior to the lesson(s) in which the exemption has been requested and with enough time for the request to be processed and necessary actions to be taken. This can be no less than five school days.
2. The principal will direct parents to the Policy 609 Religious Exemption Form which the parent or guardian can find in the Student Rights and Responsibilities Handbook on the district website or get a copy from the principal's office. The form should be completed and delivered to the principal's office. All questions on the form are required for the request to be considered complete.
3. The decision of the exemption will be at the discretion of the principal.
 - a. The principal reviews the request to ensure it meets the criteria outlined in Policy 609.
 - b. If the request is deemed appropriate, the principal approves the exemption.
 - c. If the request is denied the principal will meet with the family impacted by the decision.
4. If the request has been approved:
 - a. The principal will inform the teacher, area lead, and parent/guardian who submitted the request prior to the lessons beginning.
 - b. If the lesson is on state standards, an alternative assignment must be provided.
 - c. If the lesson does not impact state standards the need for an alternative assignment will be determined by the principal and impacted department.
 - d. All alternative assignments will be available upon the date of the lessons in which a student has been excused.

Appendix

adopted (__/__/25)

Education Programs

Student Homework

I. Purpose

This policy defines how student homework is used to enhance learning.

II. General Statement of Policy

The [school](#) district recognizes regular purposeful homework is an essential component of the instructional process. Student homework is an integral factor in fostering academic achievement and in extending school learning into the home. Homework is beneficial and important to a student's educational program.

III. Definition of [Homework](#)

[For purposes of this policy](#), "[Homework](#)" refers to the tasks assigned to students by teachers that are meant to be completed during non-school hours or independent study time during the school day.

A. Homework is one of many learning activities in which students engage. The purposes for student homework include:

- 1. Assisting students in becoming independent learners by preparing them for new content or elaborating on content previously introduced.
- 2. Extending learning and/or providing practice in applying concepts presented in the classroom.
- 3. Creating and stimulating interest on the part of the student.
- 4. Providing opportunities for enrichment.
- 5. Aiding in the mastery of skills.
- 6. Fostering parent/guardian-student involvement in education.

B. Homework ~~must~~ [will](#) be realistic in length and difficulty, given the students' abilities to work independently, while recognizing that the amount of homework will increase as the student progresses through the grades. The parameters of the homework include:

- 1. All homework will have an ~~an~~ identified and articulated purpose, and focus on quality versus quantity.
- 2. All homework ~~must~~ [will](#) be assessed by the teacher. Daily homework assignments will not have a major impact on the student's final grade.
- 3. Homework should be able to be completed by the student with minimal parent/guardian assistance, unless the parent/guardian support is part of

- the homework (i.e., reading to parent/guardian, practicing math facts).
- 4. The school district will suggest a homework range of time to guide teachers and families (see Appendix I).

IV. Responsibilities

- A. School Site – Each school site will conduct regular discussions across grade levels and departments to reflect on the consistency of applying the school district’s student homework policy. This discussion would include:
 - 1. Communicating the homework policy to families, including the purpose of homework, the amount of homework to expect, consequences for not completing homework, and a description of the types of parental/guardian involvement that are expected or acceptable.
 - 2. ~~Attempting to limit the amount of homework on Wednesday evenings or other sacred days due to family commitments with faith-based services or observations.~~
 - 3. Pacing homework assignments among classes to avoid “homework overload” on any given night.
- B. Teachers – Teachers are responsible for assigning meaningful homework for the purpose of enrichment, mastery of skills, and/or completion of daily assignments. The teacher has the responsibility of determining the nature and length of the homework assignment, with the understanding that the students have the ability and skills to complete the work. The teacher will review and/or assess all homework.
- C. Students – Students are to complete their homework in a timely manner. If a student does not understand the homework assignment, they should feel free to contact the teacher for further support and assistance.
- D. Parents/Guardians – Parents/guardians are to facilitate and support monitor their student’s learning activities at home and to assist them as necessary. ~~Parents/guardians should provide a place and atmosphere that is conducive to studying, and encourage the student to do their best work.~~ Parents/guardians are encouraged to contact the teacher, and if necessary the principal, when they have concerns with a student’s homework. and/or their student’s ability to engage in the homework in ways that ensure positive outcomes.

Policy
adopted: 07/20/09
revised: 08/10/20
revised: __/__/25

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Appendix I

Suggested Range of Time for Homework

The district suggests that the average time for students to be engaged in homework should begin with 10 minutes per night, per grade level. As some students require more time to complete homework, the suggested range of total minutes per day is:

- Primary: 10–30 minutes
- Upper Elementary: 40–60 minutes
- Middle School: 60–90 minutes
- High School: 90–120 minutes

Students taking multiple Advanced Placement courses should expect to spend additional time on homework.

It is recommended that parents/guardians and/or students communicate directly with teachers if their child is or they are struggling with homework. A key indicator of struggle is that the time spent on homework is substantially out of alignment with the suggested ranges on a regular basis. There may be some days that more or less time is required. Administration will work with teachers and families to monitor the suggested ranges and offer changes in the ranges as appropriate.

Education Programs

Homeschooling

I. Purpose

This policy recognizes and provides guidelines in accordance with state law for parents or guardians who wish to have their children receive education in a homeschool that is an alternative to an accredited public or private school.

II. General Statement of Policy

The Compulsory Instruction Law (~~Minn. Stat. §120A.22~~) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship. (~~Minn. Stat. §120A.22, Subd. 1~~).

III. Conditions for Homeschooling

The Compulsory Instruction Law (~~Minn. Stat. §120A.22~~) requires the person in charge of a homeschool and the school district to provide instruction and meet the requirements of the law.

IV. Immunizations

The parent or guardian of a homeschooled child will submit required immunization statements as required by ~~Minn. Stat. §121A.15, Subds. 1, 2, 3, 4, 12~~ state law, on the appropriate Minnesota Department of Education form, to the ~~Director of Equity and Enrollment of the district in which the child resides~~ school district's Enrollment Center by October 1 of the first year of homeschooling in Minnesota and in the grade 7 year. (~~Minn. Stat. §121A.15, Subd. 8~~).

V. Assessment of Performance

Each year, the performance of each child who is not enrolled in either a public school or an accredited nonpublic school must be assessed using a nationally norm-referenced standardized achievement test. If this test does not assess all the statutorily required subject areas, the parents or guardian must assess the student's performance in those subject areas. If the results of the assessments indicate that the child's performance on the total battery score is at or below the 30th national percentile or one grade level below the performance level for children of the same age, the parent or guardian will obtain additional evaluation of the child's abilities and performance for the purpose of determining whether the child is in need of instructional support.

VI. Textbooks, Instructional Material, and Standard Tests

Upon formal request as required by law, the school district will provide textbooks, individualized instructional materials, and standardized tests and loan or provide them for use by a home-schooled student, as provided in ~~Minn. Stat. §123B.42 and Minn. Rules Ch. 3540~~ by state law. The district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to ~~Minn. Stat. §§123B.40-123B.48~~ under state law for this purpose. If the curriculum has both physical and electronic components, the district will, at the request of the student or the student's parent or guardian, make the electronic component accessible to a resident student provided that the district does not incur more than an incidental cost as a result of providing access electronically.

VII. Pupil Student Support Services

Upon formal request as required by law, the school district will provide pupil student support services in the form of health services and counseling and guidance services to a home-schooled student, as provided by ~~Minn. Stat. §123B.44 and Minn. Rules Ch. 3540~~ state law. The district is not required to expend an amount for any of these purposes that exceeds the amount it receives pursuant to ~~Minn. Stat. §§123B.40-123B.48~~ state law to meet such requests. for any of these purposes.

VIII. Extracurricular Activities

- A. Resident pupils who receive instruction in a homeschool (where five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students (~~Minn. Stat. §§123B.36, Subd. 1 and 123B.49, Subd. 4~~) following these regulations:
1. The home-schooled student must reside within the Edina Public Schools' attendance boundaries and participate in the activity at the school in the attendance area as determined by the school board.
 2. The homeschool is solely responsible for any costs or fees associated with all registration requirements and user fees. All official reimbursements will go to the district.
 3. The home-schooled students must comply with district rules and policies, as well as school practices.
 4. The school name will be listed as Edina High School, or the name of the Edina middle school the child would attend if not homeschooled, on all official tournament publications.
 5. All home-schooled students must go through the same competitive process for participation as public school students.
 6. Transportation to and from activities will be provided by the homeschool.

IX. Shared-Time Programs

- A. Students who reside within the Edina Public Schools' attendance boundaries, and who are registered with the [school](#) district as non-public students (including home-schooled students), and are in compliance with the Minnesota Compulsory Instruction Law, may apply for limited shared-time enrollment privileges in ~~Edina Public Schools~~ [the district](#). Students who wish to participate in shared-time enrollment must register as a student with the ~~school~~ district prior to attending any K-12 shared-time classes and programs.
- B. Families applying for shared-time enrollment in ~~Edina Public Schools~~ [the district](#) will complete the shared-time program application and forward it to the student enrollment office for consideration. The timeliness of the district's decision will be dependent on the actual student enrollment in the requested shared-time program (see Appendix II).
- C. The district may limit enrollment of shared-time students in classes based on the capacity of a program, class, grade level, school building, and individual learning needs of each student. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared-time students to classes.
- D. To be approved for a specific course, a shared-time student must have completed all prerequisite course requirements and may be required to demonstrate appropriate skills and/or knowledge levels.
- E. When participating in a shared-time course, home-school students will be subject to all the same school and district policies, regulations, and rules which apply to public school students, including student rights and responsibilities, grading, and attendance and performance expectations.
- F. A high school student who is enrolled as a shared-time student does not qualify for an Edina Public Schools' high school diploma, participation in honor rolls, and other recognition available to full-time ~~Edina Public Schools'~~ [district](#) students.

X. Optional Cooperative Arrangements

A. Activities

- 1. A homeschool which is a member of the Minnesota State High School League may request that the [school](#) district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League Bylaws ~~403.00~~. The approval of such an arrangement will be at the discretion of the school board.

Minnesota State High School League-sponsored activities occur when there are six or more students receiving instruction in the homeschool or the homeschool students are not residents of the school district.

- a. The homeschool must become a member of the Minnesota State High School League in accordance with the rules of MSHSL.
 - b. The homeschool is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.
 - c. The homeschool is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any district activity fees associated with the Minnesota State High School League activity.
2. Non-Minnesota State High School League activities where six or more students receive instruction in the homeschool.

A home-schooled student may participate in non-Minnesota State High School League activities offered by the district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However, home-schooled students may not be charged higher activity fees than other public school students. Approval will be granted at the discretion of the school board.

B. Transportation Services

1. The ~~school~~ district may provide non-public, non-regular transportation services to a home-schooled child.
2. The school board of the district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

Legal References:

Minn. Stat. § 120A.22 (Compulsory Instruction)

Minn. Stat. § 120A.24 (Reporting)

Minn. Stat. § 120A.26 (Enforcement and Prosecution)

Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)

Minn. Stat. § 123B.36 (Authorized Fees)

Minn. Stat. § 123B.40 (Declaration of Policy))

Minn. Stat. § 123B.41 (Definitions)

Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)

Minn. Stat. § 123B.43 (Use of Individualized Instructional Materials)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.45 (Payments for Contractual Obligations)
Minn. Stat. § 123B.46 (Administrative Costs)
Minn. Stat. § 123B.47 (Notice to Districts; Proration)
Minn. Stat. § 123B.48 (Limit on District Obligations)
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)
Minn. Stat. § 123B.86 (Equal Treatment)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Rules Ch. 3540 (~~Textbooks; Individualized Instruction Materials;~~
Standardized Tests [Nonpublic Schools](#))

[MSHSL Bylaw 403.00 \(Cooperative Sponsorship of an Activity by Two or More Member Schools\)](#)

Cross References:

Policy 510 (~~Nonresident~~ [Open](#) Enrollment)
Policy 628 (Student Activities Program)

Policy
adopted: [07/20/09](#)
revised: 12/15/15
revised: 12/12/16
revised: [06/12/17](#)
revised: [08/12/19](#)
revised: [__/__/25](#)

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)
Edina, Minnesota

Appendix I to Policy 611

Homeschooling Procedures

I. Conditions for Homeschooling

- A. The superintendent or designee will report the number of resident students who are attending non-public schools, including homeschools, to the Minnesota Department of Education.
- B. ~~Minn. Stat. § 120A.22~~ State law defines homeschool instruction. Homeschooling may not be provided by anyone operating in their capacity as an employee of the school district. State guidelines relating to instructor qualifications, reporting requirements, enforcement, and prosecution will be strictly followed.
- C. Homeschool instructors must meet at least one of six of the following requirements stipulated by the statute:
 1. Hold a valid Minnesota teaching license in the field and for the grade level taught.
 2. Be directly supervised by a person holding a valid Minnesota teaching license.
 3. Successfully complete a teacher competency examination.
 4. Provide instruction in a school that is accredited by a state-recognized accrediting agency.
 5. Hold a baccalaureate degree.
 6. Be the parent or guardian of the child.

II. ~~Reports to the Director of Equity and Enrollment~~ Required Documentation

The person responsible for providing instruction to a child between the ages of 7 and 17 must submit the following information to the ~~Director of Equity and~~ school district's Enrollment Center:

- A. By October 1 of each school year:
 1. The name, birth date, and address of each child receiving instruction.
 2. The name of each instructor and evidence of compliance with one of the statutory requirements
 3. An annual instructional calendar.
 4. Immunization statements as required by ~~M.S. 121A.15, Subds. 1-9~~ state law.
- B. For each child whose instructor meets none of the requirements for being a qualified instructor other than being the parent or guardian, a quarterly report card on the achievement of the child in each required subject area.

III. Compliance

- A. The ~~Assistant S~~uperintendent or their designee may make an annual on-site visit, at a mutually agreed upon time, to an unaccredited non-public school, home, or other institution where children are receiving instruction. The purpose of these visits will be limited to monitoring compliance with the requirements relating to curriculum, instructors, instruction time, and material. If there is evidence of a violation of requirements, the director of ~~marketing and communications~~ or designee may make additional visits during the school year. In lieu of the visit, a parent or guardian who is providing instruction may present to the

director documentation that required subjects are being taught. Documentation will include class schedules, copies of curriculum materials, and descriptions of assessment tools.

- B. In the event that statutory guidelines are not being followed, the director of marketing and communications will notify the parent(s) or guardian(s), in writing, of violations in the compulsory attendance requirements. The parent(s) or guardian(s) must correct the violations within 15 days of receipt of written notification.

If the parent(s) or guardian(s) fails to correct the violations, the director will request fact-finding and mediation services from the commissioner of education. If the violations are not corrected through the fact-finding and mediation process, the director will notify the county attorney. The director will notify the parent(s) or guardian(s) by certified mail of the director's intent to notify the county attorney of the alleged violations.

- C. By October 15 of each school year, the director of marketing and communications will make an annual report to the commissioner of education.

Established: 12/12/16
revised: __/__/25

Established: 12/12/16
[DELETE THIS BOX.]

Appendix II to Policy 611
Shared-Time Program Application

Student's Name: _____ Grade: _____

HomeSchool Registered: ___ Yes ___ No ___

Resident Address: _____

Parent/Guardian Name: _____

School Year: _____ Date of Submission: _____

Family Need/Rationale for Shared-Time Program(s):

Shared-Time Program(s) Request

Preferred School: _____

Subject(s)

Optional Cooperative Agreement Request

Activity(s)

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

District Administrative Approval:

Approved Denied

Approved with the following modifications:

District Administrative Decision-Makers:

Assistant Superintendent

Building Principal

Date

Date

VIII. **Leadership and Committee Updates**

IX. **Superintendent Updates**

X. **Adjournment**

XI. **Information**

XI.A. Expenditure Summary - May 2025



Board Meeting Date: 6/9/2025

Title: Expenditure Summary – May 2025

Type: Information

Presenter(s): Mert Woodard - Director, Finance & Operations

Description: The attached report describes fiscal year-to-date expenditure activity within the District's various funds through May 31, 2025.

Recommendation: There is no recommended action.

Desired Outcomes from the Board: This information is provided for the benefit of the School Board and its stakeholders.

Attachments:

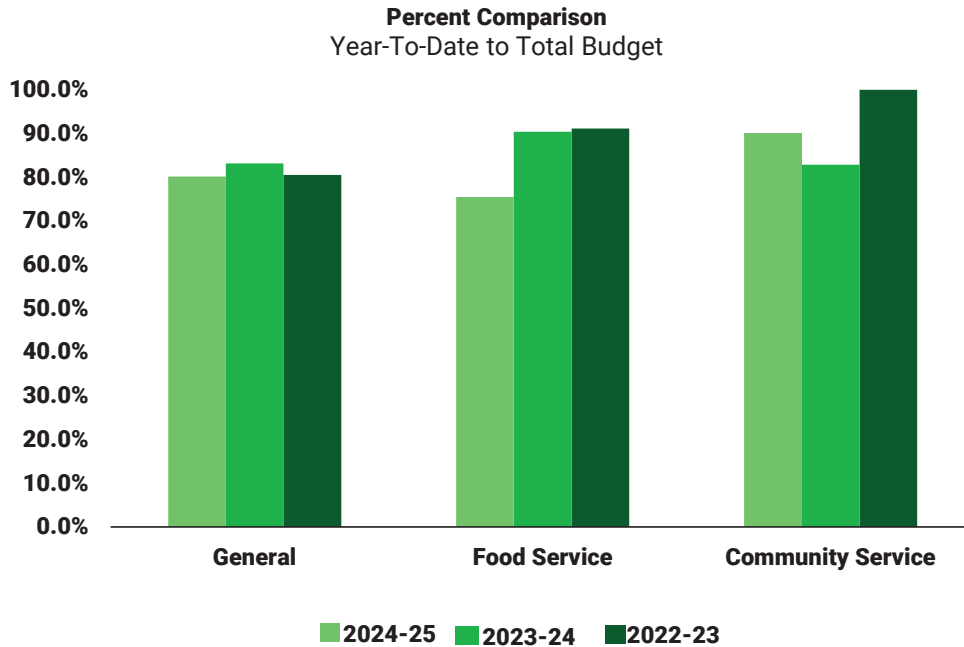
1. Expenditure Summary – May 2025

Expenditure Summary



FOR THE MONTH ENDED MAY 31, 2025

Fund	Fiscal Year-to-Date 2024-25		Fiscal Year-to-Date % of Budget		
	Budget	Actuals	2024-25	2023-24	2022-23
General Fund					
Salaries	\$ 93,313,523	\$ 76,624,641	82.1%	82.9%	80.0%
Benefits	30,608,765	23,228,647	75.9%	76.0%	76.3%
Purchased Services	11,307,505	9,626,591	85.1%	106.7%	96.4%
Supplies & Materials	5,105,224	3,404,124	66.7%	98.4%	95.4%
Other Expenditures	570,384	135,832	23.8%	31.5%	23.6%
Other Financing Uses	-	-	-	-	-
Total General Fund Expenditures	140,905,401	113,019,835	80.2%	83.2%	80.5%
Food Service	5,221,973	3,945,236	75.6%	90.5%	91.2%
Community Service	12,841,752	11,580,273	90.2%	82.9%	100.1%
Debt Service	114,601,423	114,697,405	100.1%	100.2%	100.0%
Capital	29,686,972	18,955,880	63.9%	75.4%	68.8%
Internal Service	910,000	795,385	87.4%	97.8%	94.7%
Total Expenditures All Funds	\$ 304,167,521	\$ 262,994,013	86.5%	83.2%	80.9%



- Notes:**
- 1- Capital Expenditures, including those made under the building construction fund, operating capital, capital projects levy, and long-term facilities maintenance are presented in combination within the "Capital" category as they are non-linear in nature and can vary greatly from period to period and year to year. Significant variances are normal.
 - 2 - Expenditure figures may be understated or overstated due disbursement timing fluctuations; the District operates under the cash basis of accounting during the year for non-salary expenditures
 - 3 - The fiscal year 2025 budget column includes the budget revisions recommended approved by the Board at the April 2025 Regular Meeting.

XI.B. Investment Summary - May 2025



Board Meeting Date: 6/9/2025

Title: Investment Summary – May 2025

Type: Information

Presenter(s): Mert Woodard - Director, Finance & Operations

Description: The attached report provides detailed information regarding cash and investments belonging to the District as of May 31, 2025.

Recommendation: N/A

Desired Outcomes from the Board: This information is provided for the benefit of the Board of Education and its stakeholders.

Attachments:

1. Investment Summary – May 2025

Investment Summary

FOR THE MONTH END MAY 31, 2025

General Operating Funds:

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield	
MSDLAF+ Liquid	Money Market	N/A	NOW	14,154,128	4.16%	
MSDLAF+ Max	Money Market	N/A	NOW	586,008	4.25%	
MSDLAF CD Program	Fieldpoint Private Bank & Trust, CT	1/23/2024	1/22/2026	249,052	5.10%	
PMA/MN Trust	Money Market	5/31/2025	NOW	12,989,761	4.24%	
Term Series Flex	MNTrust Term Series-Flex (VNB), IL	5/31/2025	NOW	4,481,009	4.27%	
SDA Account	NexBank, TX	5/31/2025	NOW	2,172,593	4.27%	
Certificate of Deposit	CONNEXUS CREDIT UNION, 20825WCN8	8/25/2023	8/25/2025	248,528	5.26%	
Certificate of Deposit	CALIFORNIA CREDIT UNION, 130162AY6	8/28/2023	8/28/2025	243,596	5.31%	
US Treasury Bonds & Notes	MNTrust TERM SERIES II	5/29/2025	9/24/2025	2,000,000	4.27%	
Certificate of Deposit	Bank of Crockett, TN	11/1/2023	11/3/2025	226,100	5.24%	
Certificate of Deposit	Schertz Bank & Trust, TX	11/7/2023	11/10/2025	226,450	5.14%	
Certificate of Deposit	BANK OF AMERICA NA, 06051V4R4	11/8/2023	11/10/2025	244,166	5.26%	
Certificate of Deposit	FIRST PREMIER BANK, 33610RUW1	11/10/2023	11/10/2025	243,919	5.16%	
US Treasury Bonds & Notes	MN TRUST TERM SERIES	5/17/2024	11/18/2025	5,000,000	4.92%	
Certificate of Deposit	Solera National Bank, CO	1/28/2025	1/26/2026	239,900	4.13%	
Certificate of Deposit	Western Alliance Bank, CA	1/28/2025	1/26/2026	239,900	4.18%	
Certificate of Deposit	Oakwood Bank, WI	1/28/2025	1/26/2026	240,100	4.12%	
Certificate of Deposit	NexBank, TX	1/28/2025	1/26/2026	240,000	4.14%	
US Treasury Bonds & Notes	MNTrust TERM SERIES	1/30/2025	1/26/2026	1,500,000	4.10%	
US Treasury Bonds & Notes	US TREASURY N/B, 91282CGR6	3/19/2024	3/15/2026	1,250,605	4.57%	
Certificate of Deposit	Consumers Credit Union, IL	3/19/2025	3/18/2026	239,900	4.18%	
Certificate of Deposit	T Bank, National Association, TX	3/19/2025	3/18/2026	240,000	4.11%	
US Treasury Bonds & Notes	MNTrust TERM SERIES II	5/29/2025	6/24/2026	3,000,000	4.23%	
Certificate of Deposit	ServisFirst Bank, FL	8/22/2024	7/27/2026	230,700	4.32%	
Certificate of Deposit	First Capital Bank, SC	8/22/2024	7/27/2026	232,000	3.99%	
Certificate of Deposit	Customers Bank, NY	8/22/2024	7/27/2026	231,800	3.99%	
Certificate of Deposit	First Internet Bank of Indiana, IN	8/22/2024	7/27/2026	229,800	4.47%	
Certificate of Deposit	Financial Federal Bank, TN	8/22/2024	7/27/2026	231,000	4.25%	
Certificate of Deposit	American Plus Bank, N.A., CA	8/22/2024	7/27/2026	232,400	3.90%	
Certificate of Deposit	GBank, NV	3/19/2025	9/14/2026	235,800	4.01%	
Certificate of Deposit	Prime Alliance Bank, UT	3/19/2025	9/14/2026	235,900	3.97%	
Certificate of Deposit	First National Bank, AR	11/1/2023	11/2/2026	217,600	4.94%	
Certificate of Deposit	NUMERICA CREDIT UNION, 67054NBN2	11/10/2023	11/10/2026	252,540	5.41%	
US Treasury Bonds & Notes	STRIPS, 912833PB0	11/13/2024	11/15/2026	2,565,836	4.22%	
Certificate of Deposit	OPTUM BANK INC, 68405VBK4	11/15/2023	11/16/2026	245,974	4.96%	
US Treasury Bonds & Notes	US TREASURY N/B, 91282CJT9	1/29/2025	1/15/2027	2,998,649	4.07%	
Certificate of Deposit	Freedom Northwest Credit Union, ID	1/28/2025	1/25/2027	230,900	4.10%	
Certificate of Deposit	Bank Hapoalim B.M., NY	1/28/2025	1/25/2027	231,100	4.09%	
US Treasury Bonds & Notes	MNTrust TERM SERIES	3/21/2025	1/25/2027	1,500,000	3.93%	
Certificate of Deposit	First Bank of Ohio, OH	4/30/2025	1/25/2027	234,400	3.74%	
Certificate of Deposit	Truxton Trust Company, TN	4/30/2025	1/25/2027	234,500	3.71%	
Certificate of Deposit	American Commercial Bank & Trust, National Assoc, IL	4/30/2025	1/25/2027	234,700	3.70%	
US Treasury Bonds & Notes	MNTrust TERM SERIES	5/6/2025	1/25/2027	2,000,000	3.68%	
Certificate of Deposit	COMMUNITY WEST BANK, 20415WBT2	5/7/2025	2/8/2027	247,796	3.75%	
Certificate of Deposit	Luana Savings Bank, IA	5/29/2025	6/1/2027	231,700	3.90%	
US Treasury Bonds & Notes	STRIPS, 912833QB9	11/13/2024	11/15/2027	2,571,933	4.23%	
Total General Operating Funds:				\$	66,112,743	

2021B General Obligation School Building Bonds:

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield	
PMA/MN Trust	Money Market	N/A	NOW	2,683	4.24%	
PMA/MN Trust	Money Market	N/A	NOW	955,079	2.89%	
Total 2021B General Obligation School Building Bonds:				\$	957,762	

2024A General Obligation Capital Notes & Facilities Maintenance Bonds:

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
--------------------	------------------------	---------------	---------------	-------------------------	------------------

Investment	Description	Date	Date	Value	Yield
PMA/MN Trust	Prime Security Bank	11/30/2024	NOW	6,131,052	4.24%
PMA/MN Trust	Money Market	11/6/2024	NOW	669,014	4.17%
Total 2023A GO Capital Notes & FM Bonds:				\$ 6,800,066	
Total Portfolio Value:				\$ 73,870,572	

XI.C. 2024-2025 Substitute Teacher Fill Rate



Board Meeting Date: 6/9/2025

Title: 2024-2025 Substitute Teacher Fill Rate

Type: Information

Presenter(s): Sonya Sailer, Executive Director of Human Resources

Background: A school district's "fill rate" refers to its ability to hire enough substitute teachers to cover absent teachers, expressed as the percentage of teacher absences filled by substitutes.

Beginning with the 2023-2024 school year, the district adopted a building substitute model fully staffed through Teachers on Call (TOC). This change enabled the addition of a dedicated substitute at each school building, providing increased support for unexpected staff absences. The new system has proven highly effective, with the district's overall substitute fill rate averaging 97% in 2024-2025, which is up from 96% in 2023-2024 and just 70% in 2022-2023. Additionally, more TOC substitutes are choosing to serve in Edina, with 438 active teacher substitutes in 2024-2025.

Recommendation: Information only

Attachment(s): N/A